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This handbook, which suggests activities to help students acquire and improve reading skills, is divided into the following units: (1) vocabulary development--word attack skills and vocabulary acquisition skills, (2) reading comprehension, (3) critical and interpretive reading, (4) work study habits, (5) locating information in books and using reference works, (6) rate of reading, and (7) oral reading. All units, based on the sequential learning approach, present objectives and activities for grade levels K-3, 4-6, 7-9, and 10-12. Skills which students are expected to have acquired at the completion of each unit are listed. (MP)

ED032309

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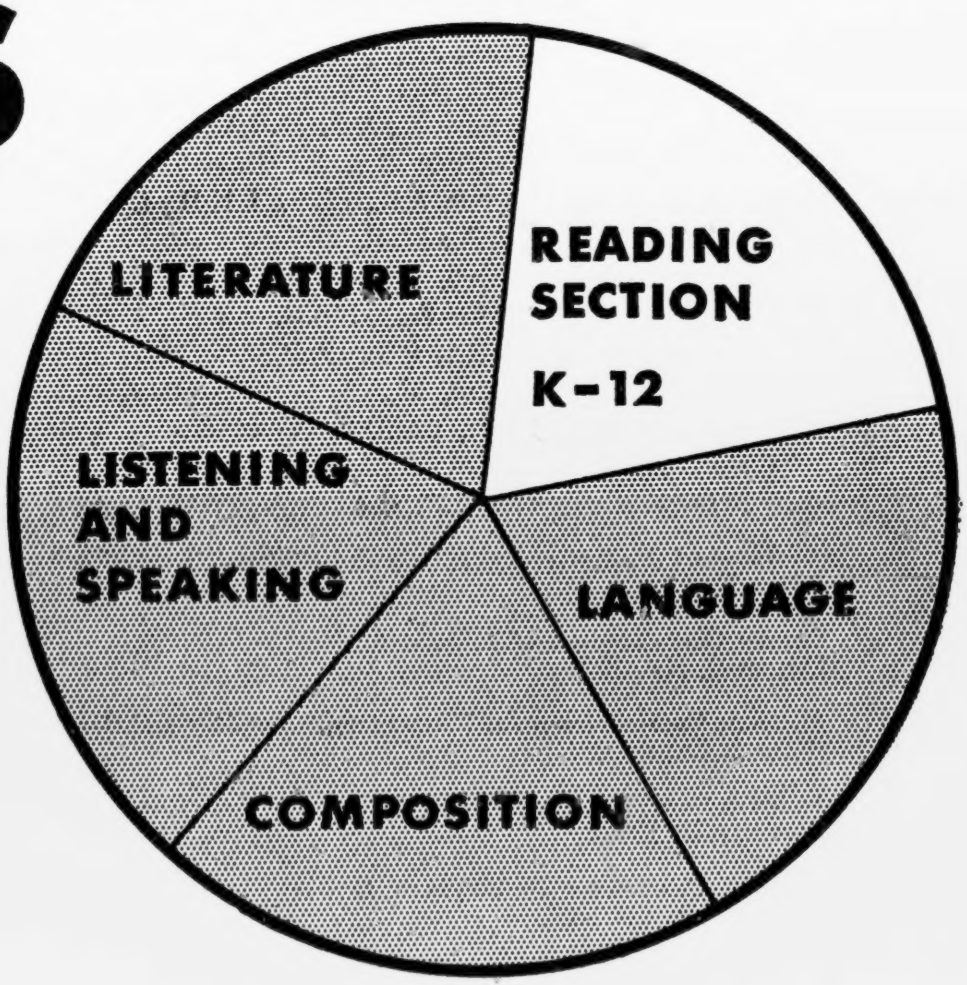
LITERATURE
READING SECTION K-12
LISTENING AND SPEAKING
LANGUAGE
COMPOSITION

TE 001 531

THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT
CURRICULUM DEVELOPMENT CENTER/ALBANY, NEW YORK 12224
1968

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FOREWORD

The program of instruction in English Language Arts may be thought of as a number of vertical strands running from kindergarten through grade 12 and beyond. The five major strands are:

Reading
Composition
Listening and Speaking
Literature
Language

Two of these strands have been printed in experimental form by the New York State Education Department. Both the *Reading Section* which was released in 1964, and the *Composition Section* which was released in 1965, were given limited or "tryout" distributions. This same procedure will be followed with the *Listening and Speaking, Literature,* and *Language Sections.*

English Language Arts: Reading Section K-12, is the first of the five planned revisions to be completed. As was the case with the experimental materials, this handbook represents a kindergarten-through-grade-12 approach to curriculum development. The dominant emphasis of the program is focused on the sequential development of skills. While level designations are provided (K-3, 4-6, 7-9, 10-12) the importance of a continuing sequential development of skills is stressed. Actual instruction in skills must be determined by individual needs at a given time. However, the listing of skills does indicate a point at which initial instruction will generally prove profitable for many children.

English Language Arts: Reading Section K-12 is in accord with the Department publications *The Teaching of Reading,* and *Reading in Secondary Schools.* The activities which are presented are suggestive rather than prescriptive. It is hoped that teachers will modify and adapt them as well as create related activities of their own in terms of the needs and interests of their pupils or classes. The skills which are suggested are not intended to be used as discrete entities, but should be integrated into the context of the ongoing program.

This guide represents an overview of skills presented in a developmental sequence with illustrative learning activities suggested for the various skills. Preparation of the overview necessitated an arbitrary division of the various reading skills in order to present the material in logical, usable form. However, word attack, vocabulary acquisition, comprehension, critical and interpretive reading, work study, and locational skills are interrelated and should not be presented as separate entities.

A number of committees and consultants worked on the experimental edition of the reading strand. In 1964, a preliminary manuscript was prepared by Jerry G. Keshian, Principal, Dogwood Elementary School, Smithtown; Edna W. Morgan, then Assistant to the Principal, John S. Roberts Junior High School 45, Manhattan, New York City Public Schools; and Stephen Rossi, Teacher of English, Harborfields High School.

Edna W. Morgan, while a Supervisor in the Bureau of English Education, (Mrs. Morgan was appointed Chief of the Bureau of Reading Education in 1965) prepared the experimental version for publication. Alice Gilman, Reading Consultant, Oyster Bay Public Schools, East-Norwich School District No. 6, and Margaret Mary Walsh, Coordinator of Language Arts, Arlington Central School District, Poughkeepsie, prepared portions of the experimental material. Vivienne N. Anderson, then Associate in Secondary Curriculum, coordinated the entire experimental project.

In addition to Jane B. Algozzine, Bernice T. Clark, and Paula M. Robbins, of the Bureau of Reading Education, Dorothy Dietricht, Supervisor of Reading, Union Free

School District No. 2, Uniondale, and Helen L. Wardeberg, Professor of Education, Cornell University, contributed to the revision of this publication.

Appreciation is expressed to John O. Dunn, H. George Murphy, Harold G. Segerstrom of the Bureau of Elementary School Supervision, Robert E. Foland of the Bureau of Secondary School Supervision, Elnora D. Carrino, Robert B. Carruthers, Janet M. Lewis, of the Bureau of English Education, and Frank A. Stevens of the Bureau of School Library Services. John J. Bardin, Associate in Elementary Curriculum, Rita A. Sator, Associate in Secondary Curriculum, and Bernice T. Clark greatly assisted in processing the final manuscript. Dorothy M. Foley, Associate in Elementary Curriculum, did the final editing and prepared this syllabus for press.

The Department appreciates the efforts of all of these people, and the many more who participated in, and contributed to, the development of this curriculum guide.

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Director, Curriculum Development Center

PREFACE

Reading is one of the five major strands in the Revised English Language Arts series. *Reading Section K-12* incorporates the work of an Ad Hoc Committee that met in December 1962; a Professional Advisory Committee that met in March 1963; a writing team of elementary, junior, and senior high school teachers who prepared the preliminary manuscript in the summer of 1963; and teachers in the cooperating schools of New York State who so willingly used and evaluated the experimental materials in their classrooms during the 1964-65 school year.

This syllabus represents the thinking of educators from every level of instruction, as well as scholars from the communication arts. Their many fine suggestions and recommendations render this booklet a truly cooperative endeavor. The statewide approach has given teachers, supervisors, and administrators a full partnership in the development of curriculum guides. It has set the pattern for subsequent publications in this series.

It is the Department's sincere hope that implementation of the instructional program outlined in this K-12 developmental reading syllabus will insure that the children of New York State are given a firm foundation in the basic reading skills—a foundation so necessary for success in learning.

WALTER CREWSON
Associate Commissioner for Elementary,
Secondary and Continuing Education

CONTENTS

PAGE

Foreword iii

Preface v

Advisory Committees viii

Vocabulary Development

Word Attack Skills

Levels K-3 1
Levels 4-6 8
Levels 7-9 12
Levels 10-12 15
Appendix 17

Vocabulary Acquisition Skills

Levels K-3 18
Levels 4-6 22
Levels 7-9 26
Levels 10-12 30

Comprehension Skills

Levels K-3 34
Levels 4-6 37
Levels 7-9 40
Levels 10-12 42

Critical and Interpretive Reading

Levels K-3 44
Levels 4-6 46
Levels 7-9 48
Levels 10-12 52

Work Study Skills

Levels K-3 54
Levels 4-6 56
Levels 7-9 59
Levels 10-12 62

Locational Skills

Levels K-3 65
Levels 4-6 66
Levels 7-9 68
Levels 10-12 70

Rate of Reading

Levels K-3 72
Levels 4-6 73
Levels 7-9 74
Levels 10-12 75

Oral Reading

Levels K-3 76
Levels 4-6 77
Levels 7-9 78
Levels 10-12 79

ADVISORY COMMITTEES, ENGLISH SYLLABUS REVISION

Appreciation is expressed to the following two committees which were the first advisory committees to make general overall recommendations for the revision of the English Syllabus. Meeting dates of both committees are indicated.

Ad Hoc Committee—December 6 and 7, 1962

Edward L. Bernays, public relations expert and author
Theodore Dahl, Manager, Management Communications, International Business Machines Corporation
John Charles Daly, Columbia Broadcasting System
William Gibson, playwright, author of the "Miracle Worker"
Rosamond Gilder, past Editor of *Theatre Arts* Magazine
George H. Henry, Professor of Education, University of Delaware
Robert F. Hogan, Executive Secretary, The National Council of Teachers of English
Joseph Mersand, Chairman, English Department, Jamaica High School, New York City Public Schools
Mabel S. Noall, Director, Secondary Reading Clinic, Boston University
Joseph Papp, Director, New York Shakespeare Festival
Walter Pauk, School of Education, Cornell University
Louise M. Rosenblatt, Professor of English Education, New York University School of Education
Alan Schneider, director of Broadway plays

Guests

Mrs. Edward L. Bernays, author and public relations consultant
Rev. John V. Curry, S. J., Chairman, English Department, LeMoyne College—representing the New York State English Council
David E. Manly, Assistant Professor of Education, State University College, Geneseo—representing the New York State English Council

Professional Advisory Committee—March 18 and 19, 1963

Robert H. Anderson, Director of Elementary School Internship, Harvard University
Carroll Arnold, Head of Speech Department, Cornell University
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Hamilton H. Bookhout, Supervising Principal, Bethlehem Central High School, Delmar
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Margaret Dwyer, Supervisor of English, Libraries, and Foreign Languages; Board of Education, Syracuse
Frank Griffith, Assistant Superintendent of Schools, New York City Board of Education
Sumner Ives, Professor of English, College of Arts Sciences, Syracuse University
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Helen Mackintosh, Chief, Elementary School Section, U.S. Office of Education
Max Rubinstein, Assistant Superintendent of Schools, New York City Board of Education
Louise M. Rosenblatt, Professor of English Education, New York University
Helen Wardeberg, Associate Professor of Elementary Education, Cornell University

VOCABULARY DEVELOPMENT

WORD ATTACK SKILLS

Levels K-3

Word attack skills are interrelated. Visual discrimination skills are tied to auditory discrimination skills. These, in turn, are tied to phonetic and structural analysis skills. All are used in conjunction with each other. As children learn new skills, they continuously refer to previous learnings.

Word attack skills are taught in context. When a skill is isolated for demonstration or reinforcement, it should immediately be reapplied to the reading material.

Each child is encouraged to proceed at his own rate. Some children will need more time to master skills than others. Additional practice in application should be provided for these children. Some children will quickly master skills on the K-3 level and be ready to move on. The primary teacher should be familiar with material on following levels so she may adapt them for these children.

AUDITORY DISCRIMINATION

Objectives	**Activities**
Identify gross sounds.	Direct the children to sit quietly, close their eyes, and listen to the sounds about them. Then have them tell what sounds they heard and the direction from which these sounds came. They may identify such sounds as: the ticking of the clock, hissing of a radiator, or street noises coming through an open window. Have children listen to stories, poems, and records. Instruct them to listen for parts that repeat themselves. Encourage them to chorus repetition.
Identify likenesses and differences in the sound of words.	Say three words, two of which are the same—*come, play, come.* Ask the children to tell which word is the same as the first and which is different. Later use words which are closer in sound—*tame, dame, tame.* Ask children to listen to the sounds they hear at the beginning of such words as *bird, band,* and *box.* See how many other words they can think of that begin with this sound. Later give a list of words such as *tub, scrub,* and *rub* where the sound comes at the end. Finally, choose words where the sound comes in the middle—*rabbit, ribbon, pebble.* In each case have the children give other words with the sound in the same position. Nursery rhymes and counting out games may be repeated by children. Have them listen to rhyming words such as *hop, stop; shoe, do; wall, fall.* Ask children to select other words which rhyme with those they have heard.
Identify the number of syllables in a word.	Have the children listen carefully while the teacher says a word. They may then tell how many parts or syllables they hear in a word or clap out the number of beats to a word. Have the children beat out syllables in the words as they sing songs.
Identify the accented syllable.	Have the pupil listen carefully to polysyllabic words, such as: astronaut, elephant. Have them indicate the number of syllables in the word and also which one is stressed or accented. They may clap loudly for an accented syllable and softly for an unaccented syllable.

VISUAL DISCRIMINATION

Objectives	Activities
Recognize and name colors.	Have the children identify colors of various objects and pictures in the classroom. Have them study nature's coloring during walks and field trips.
Differentiate between various shapes and sizes.	Direct attention to an object in the room. Have children find objects that are larger, smaller, and the same shape. From comparing concrete objects, children are led to comparing more abstract figures. Simple geometric forms such as squares and circles are compared as to size and shape.
Interpret pictures.	Help the children to grasp the implications of situations depicted in pictures. Children may "tell the story" they see portrayed in a given picture. They should be able to substantiate their "story" by pointing out details in the picture.
Look at lines on the page from left to right and from top to bottom.	Have the children follow the teacher's hand as it moves from left to right and from top to bottom in reading from the chalkboard and experience charts. Have the children identify their left and right hands. Through games, have the children identify the left and right side of the chalkboard.
Distinguish individual letters.	Using letters cut from velvet, flannel, or sandpaper, have children match them by tracing the letter forms with their fingers.
Identify identical and varying letters in words.	Have the children find the letter form which is different in a list of paired words. A B *s*ome *c*ome ru*b* ru*n* s*a*me some
Recognize words at sight.	Once a word has been introduced, have the child see that word many times in experience charts and readers. Flashcards may be used to develop speedy recognition of introduced words. Print these words on oaktag cards and ask children to identify them. If a child cannot identify a word, give him the card with the word on it. Have him hold this card until the next day when he again tries to identify the word.

PHONETIC ANALYSIS

Understand the relationship between sounds heard and the symbols.	Help children recognize that words which have the same sounds contain the same letters. Avoid the distortion of consonant sounds that may occur if the letters are considered individually. Pupils should progress from the known to the unknown.
Know the name of each letter in the alphabet.	From letter cards or blocks teach the children to name each letter presented in isolation.
Identify *initial* consonants.	List on the chalkboard words from the children's sight vocabulary, such as *cake, take,* and *bake*. Have each word pronounced. Draw attention to the initial consonant by writing it in a different colored chalk. Ask children for other words that are like cake except for the first sound. Words such as *make, rake,* and *lake* may be mentioned. Write these on the chalkboard with the other words.

Objectives	**Activities**
	Lead children to make initial consonant substitutions in other words. Words should be written on the chalkboard in each case so that children may see the change as they hear it. In order to help children make new words by initial consonant substitution, alphabet cards posted across the front board may be referred to. An ending from sight vocabulary, such as *and,* would be written on the chalkboard. Then the class would go through the alphabet letter by letter trying each in front of the *and* to see if a new word could be formed. This activity serves a dual purpose in that it also draws attention to the alphabet and alphabetical order.
Identify *final* consonants.	Final and medial consonant substitution is done in a similar manner to those suggested for initial consonant substitution. Write the words *hit,* and *hid,* on the board, and lead the child to recognize an unknown word except for the final consonant. A sentence of this kind may be used: The boy hurt his *hip.*
Identify *medial* consonants.	Instruct the pupils to listen to the consonant sound heard at the beginning of the word *bird* or *bug* or at the end of the word *tub* or *rub.* Pronounce the word *rabbit.* Ask pupils in what part of the word they heard the sound that they heard in the other words. Pronounce a group of words, two of which contain the same consonant sound in the middle (ri*bb*on, su*pp*er, pe*bb*le). Ask children to say the two words that have the same consonant sound in the middle. This may be followed by a chart or lists of words for reinforcement.
Identify consonant blends.	Lead the children to understand that the letters *l, r,* and *s* in combination with other consonants seemingly produce a blend. Write the word *pay* and have it pronounced. Change the word to *play* and have it pronounced. Lead the pupils to notice the difference in these words. Utilize such words as *slow, glad,* and *fly* to emphasize the principle. Similar techniques can be used with *r* and *w.*
Identify consonant digraphs.	Write on the chalkboard three *sh* words such as *shall, she, ship.* Ask the children to look at *sh* at the beginning. As each word is pronounced, ask the children to listen to the sound the *sh* makes in each word. Ask the children to give other words which begin with this sound. Any and all the words are written on the board—pupils may then go to the board and underline the two letters *sh* as they pronounce the words. Use similar procedures for other digraphs—*wh, ch, th.* Have children "discover" the single sound of the letters in combination.
Identify long vowels with silent *e.*	List the following words on the board: ate line bone time home cute Have each pronounced. Lead the children to the generalization that the silent *e* on the end of a word usually makes the preceding vowel long. Children should also realize that a long vowel "says" its name.
Recognize long vowels from combinations: *ee, ea, oa, ay.*	Present such words as *feet, heat, goat* on the chalkboard. Lead the children to the generalization that when two vowels come together in a word, the first is usually long and the second is usually silent.

Objectives	Activities
Identify short vowels.	List the following words on the board: act am as at and hat ran sat hand man Ask the children to listen to the sound of short *a*. They should arrive at the generalization that when there is one vowel in a word and the vowel does not come at the end of the word, it usually has a short sound. Reinforce this skill by using lists of words with other short vowel sounds.
Use *r* as a clue to a vowel sound.	Write on the chalkboard known words such as *arm, park, burn, corn,* and *first.* Lead students to note that if consonant *r* follows a vowel, the vowel probably does not stand for a short vowel but for an *r*-controlled sound.
Identify diphthongs: *oi, oy, ou, ow.*	Work from a list of known words such as *boy, boil, toy, toil, my, mine, fly, fine.* Lead students to generalize that the letter *y* usually represents an *i* sound at the end of a word of one syllable and the *oy* is used to represent the *oi* sound at the end of a word. Write on the chalkboard known words such as *loud, sound, clown, town, cow.* Lead pupils to note that the letters *ou* and *ow* may stand for the same vowel sound. Use unknown words in sentences and note students' ability to unlock words. (A pig's nose is called a *snout.* Neither had a *pound* of *brown* sugar.)
Recognize the *schwa* sound.	Present on the chalkboard words such as *about, imitate,* and *button.* Have each pronounced. Lead children to "discover" that sometimes a vowel is neither short nor long but has a special sound we call the *schwa* sound. This occurs in an unaccented syllable.
Recognize variable sounds of the consonants *c* and *g.*	The child is led to form generalizations concerning the hard and soft sounds of *c* and *g.* Use examples such as hard *c* in *cut* and *candy;* soft *c* in *cinder, certain,* and *cylinder;* hard *g* in *gate, get* and *gum;* soft *g* as in *germ* and *ginger.* When *g* is followed by *a, o,* or *u,* it usually takes its hard sound. When *g* is followed by *e, i,* or *y,* it usually takes its soft sound.
Recognize additional consonant digraphs *ph, ng.*	Present on the chalkboard words such as *thing, sing, phone, photo.* Elicit generalizations about the sound of the *ph* and *ng* combinations.
Recognize silent consonants in words.	Draw the children's attention to the silent consonant in such known words as *know, wrong,* and *wrap.* Guide them in applying this learning to unknown words.
Blend known consonant and vowel sounds to form words.	Words are made up of blended sounds. As children apply word attack skills, they need to blend vowel and consonant sounds to form words. Trying the word out in the context of a sentence helps them determine whether the blending is correct.

STRUCTURAL ANALYSIS

Alphabetize words by initial letters.	Have children choose words which are of interest to them. Begin with a few words such as *home, mother, store, play, apple.* Names of pupils in the class might also be used. Children indicate alphabetical order by rewriting the list or by numbering the words.

Objectives	**Activities**
Identify inflectional endings *s, es, ed, ing.*	Inflectional endings are introduced as they are encountered in reading lessons. Write on the chalkboard a sentence containing a word with an inflectional ending. Draw attention to this word and have the root underlined. Discuss the change that the ending has made in the word.
Identify inflectional changes in root words.	Some words change tense, gender, case, and number through changes in the root word. As such words as *children, ran,* and *men* are encountered in the reading, call children's attention to them. Compare them to the root words. Lead children to an awareness of these unusual inflectional changes.
Identify words that change *y* to *i* before adding *es* or *ed.*	Write on the chalkboard sentences from the reading which contain words such as *tried, cries,* or *fries.* Underline the word and discuss its meaning with the children. Elicit the root word. Gradually lead children to the generalization that words ending in *y* preceded by a consonant usually change the *y* to *i* before adding *es* or *ed.*
Identify words that drop the final *e* before adding *ing.*	Write on the chalkboard sentences from the reading lesson containing a word such as *coming, riding,* or *biting.* Have the word underlined and the root word identified. Draw attention to the silent *e* in the root word. Ask children to think of other words that fit in this category. List them on the chalkboard as they are mentioned. Lead children to the generalization that final *e* is usually dropped before adding *ing.*
Identify words that double the final consonant before adding *ed* or *ing.*	Write on the chalkboard a sentence from the reading lesson containing a word such as *stopped, getting,* or *hitting.* Draw attention to this word and have the root underlined. Draw attention to the double consonant. Help the children to list other words where the consonant is doubled. Children should generalize that words ending in a single consonant usually double that consonant before adding *ed* or *ing.*
Recognize the syllables of known words.	Pronounce several words such as *train, button, hurry,* and *please.* Have children clap hands to indicate each word part they hear. (The term syllable may be introduced gradually.)
Identify syllable division in words with double consonants.	Such words as *mitten, ribbon, captain,* and *winter* are written on the chalkboard. Ask the children where a line should be drawn to show the division of the parts (syllables). Elicit the generalization that when two consonants appear between two vowels, the division is generally made between the two consonants.
Identify syllable division in words ending in *ed.*	Using words such as *wanted, banded, darted,* and *comforted,* have the children arrive at the generalization that when *d* or *t* come before the suffix *ed,* a separate syllable is formed. By comparing the two lists of words, children discover that this does not occur in such words as *worked, played, banged,* and *crowned.* It will be necessary to do this activity orally with students.
Identify syllable division in words ending in *le.*	Write these words on the chalkboard—*table, middle,* and *jungle.* Ask children what is alike about these words. Elicit generalization that the consonant preceding *le* becomes a part of the final syllable. Other words such as *apple, circle, gentle, peddle, rattle, cable,* and *eagle* may be used for practice.

Objectives	**Activities**
Identify syllable division in words where the vowel is followed by a single consonant.	List such words as *paper, moment,* and *tiny* on the chalkboard. Have each pronounced and divided into syllables. Lead the children to the generalization that when a vowel is followed by a single consonant, the division usually comes between that vowel and consonant. Children should also note that the first vowel is usually long.
Understand that each syllable has a sounded vowel.	Have the children count the number of vowels in each syllable of a list of known words. Elicit the idea that each syllable must have a sounded vowel.
Determine vowel sounds through the position of the vowel in a syllable.	From a group of words such as the following, the children decide that, if there is only one vowel in a word or syllable, it usually takes the short sound, unless it is at the end of the word or syllable: *pan, mat, winner, notion, fasten, lazy.*
Recognize that some syllables have more accent or stress than others.	Write the following on the chalkboard: The *children* will *enjoy* the *party.* After the sentence has been read, call children's attention to the three italicized words. Elicit the stressed syllable in each of these. Have children find other multisyllable words in their reading. List these on the chalkboard and have the accented syllable identified.
Identify the accented syllable in two-syllable words.	Instruct the children to listen for and identify syllables in a group of words. Show them how to place an accent mark using *si′ lent* and *be come′* as keywords. Have the children divide and place words under the proper keywords. Have them add the accent mark. Such words as *appear, picture, whisper, behind, thirsty,* and *until* may be used in this activity.
Identify words with simple prefixes *un, re.*	Introduce simple prefixes as they are encountered in the reading lesson. Write on the chalkboard a sentence from the reading lesson which contains a word with a prefix. Draw attention to this word and have the root word underlined. Discuss the difference between the root word and the word made by adding the prefix. Children should be led to understand the change in the meaning of the word and sentence made by the prefix. Other words with the same prefix should be examined so children will see that this prefix always has the same effect.
Identify words with simple suffixes *ful, ness.*	Select sentences from reading material containing simple suffixes. Use the same general procedure as suggested for prefixes.
Identify prefixes as separate syllables.	List on the chalkboard words such as *unhappy, unsold, imperfect,* and *rewrite.* Have the children pronounce the words and divide them into syllables. Elicit the generalization that the prefix forms a separate syllable.
Identify suffixes as separate syllables.	Use known words such as *sleeveless, cheerful, farmer, greatly, kindness,* and *worker* to elicit the generalization in the same manner that it was established for prefixes.
Identify simple words in compound words.	Present sentences such as the following: The *shopkeeper* told us to come back this *afternoon.* The city skyscrapers are beautiful at *nightfall.* *Everybody* loves a beautiful *sunset.* This list should be supplemented with compound words that occur in the children's reading materials. Discuss meanings of italicized words.

Objectives	**Activities**
Use simple contractions.	Write the following sentence on the chalkboard: We *don't* have to go yet. Ask what the second word in the sentence means. Elicit: *do not.* Write *do not* beneath the contracted form. Present other examples such as *you'll, they're, it's* and *wasn't* in context.
Recognize the possessive form.	Present such sentences as the following: This ball is *John's* toy. Elicit meaning and explain the use of the apostrophe. Have the children devise their own sentences using possessives.
Identify derived forms of words.	Words such as *muddy, rainy, teacher, actor* and *busily* should be presented in context. Elicit root words, spelling, and meaning changes.

By the end of level 3, most children should have developed considerable facility in the following skills:

a. Sounding consonants singly and in the most common blends, digraphs, and diphthongs
b. Identifying long and short vowels and an awareness of the *schwa* sound and consonant controlled vowels
c. Recognizing silent letters
d. Recognizing inflectional endings
e. Identifying derived forms of words
f. Identifying and using simple prefixes and suffixes
g. Dividing simple words into syllables
h. Attacking words through syllabication
i. Recognizing compound words
j. Identifying contractions and possessives

Children should be provided many opportunities to apply the above skills in reading situations. Though skills are sometimes taken out of context for clarification or reinforcement, they must always be applied in context. Children's competence in these skills is measured through their application in independent reading.

VOCABULARY DEVELOPMENT

WORD ATTACK SKILLS

Levels 4-6

Before proceeding with the 4-6 word attack skills, the teacher should familiarize herself with the material at the K-3 level and check to see whether her children have mastered the skills summarized at the end of that section. Where weaknesses occur, activities from the K-3 level may be adapted to 4-6 reading material to reteach or reinforce specific skills.

The intermediate teacher should also be familiar with the skills and activities on the 7-9 level. Some children will quickly master the 4-6 level skills and be ready to move on. The teacher should be prepared to adapt higher level skills for these children.

AUDITORY DISCRIMINATION

Objectives	Activities
Appreciate the sounds of words and word combinations.	After reading a selection to the children, discuss reasons why the author chose such words as *crinkly, smashed,* and *gurgled,* or such word combinations as the *big, burly bear.* Draw attention to the sounds of words and phrases when they occur in the reading lesson.
Become familiar with homographs.	Write sentences such as the following on the chalkboard and have them read orally: The *houses* are empty. The building *houses* many offices. Please *close* the door. His desk is *close* to mine. Draw attention to the italicized words and have children listen for the differences in pronunciation. Ask children for other examples of homographs. Write sentences on the chalkboard as they are mentioned. Elicit from children that word usage sometimes affects pronunciation.

VISUAL DISCRIMINATION

Increase speed of visual discrimination in word identification.	Children may occasionally be asked to identify words as they are flashed on the screen by means of the tachistoscope. Increasing the speed at which the words are flashed challenges the children to try for speedier recognition. Flash cards may be used instead of the tachistoscope. This type of activity should be in the form of a game with the children competing against themselves.

PHONETIC ANALYSIS

Use generalizations governing sounds to pronounce new words.	As children encounter new words in their reading, they should be encouraged to apply generalizations they have learned. They should try pronouncing the word following rules established and then see if it fits in the context of the sentence. Where necessary, a dictionary may be consulted to check pronunciation and meaning.
Note variant spellings of vowel sounds.	Present a list of words such as *break, vein, age, pain,* and *weigh.* Elicit the vowel sound in each word. Children recognize that the long *a* sound is in each word even though the words are spelled differently.

Objectives	Activities
Become aware of common variations in pronunciation of letter combinations.	Write the following words on the chalkboard: clean, bread, break Draw attention to the variation in the sound of the *ea* combination. Ask children to think of another letter combination that gives various sounds. The *ough* combination may be given in such words as *though, cough,* and *through.*
Use the key in the dictionary as an aid to pronunciation.	Prepare a pronunciation key on oak tag or use dictionaries with children. Instruct the children to locate the pronunciation key at the beginning of the dictionary. Direct attention to: a — hat — cap ā — age — face Explain that *hat, cap, age,* and *face* are key words. Elicit vowel sound in each word. Inform children that when they see the letter *a* in the pronunciation key it has the same sound as in *hat* and *cap.* Elicit the sounds of several other letters and combinations of letters in the key. Provide practice in the use of the pronunciation key. Compare the sounds of sample words with the key words. Such words as the following may be used as examples: chair — book — fruit fight — view — could loose — wall These should be written on the chalkboard and pronounced. The proper symbol, found in the key, may be placed above the vowel.
Recognize the effect of shifting accent on meaning.	As words with shifting accent occur in reading, have the children check the dictionary for accent change. Discuss the effect the change has on use and meaning of a word.
Recognize homographs and homophones.	Ask the students to read a series of sentences in which words of identical spelling but different sound and meaning are used. Example: wind, lead. Have students pronounce these words and determine appropriate meanings from the context.

STRUCTURAL ANALYSIS

Extend understanding of inflectional endings.	Write on the chalkboard a sentence from the reading lesson containing an inflectional ending. Change the ending and discuss the effect on the sentence. Changes in tense, case, number, and gender may be noted. Children's attention should also be drawn to unusual inflectional changes. Words that do not change form from singular to plural (such as *sheep* and *geese*) should be noted. Inflectional changes in root words should also be discussed (*begin-began, woman-women*).
Identify words with the *ly* adverbial ending.	Write on the chalkboard a sentence from the reading lesson containing a word such as *happily, sadly,* or *quickly.* Draw attention to the *ly* word. Have the root word underlined and discuss the difference between the root word and the *ly* word. Children should be led to the generalization that an adjective becomes an adverb when *ly* is added.
Identify words with adjectival suffixes *able, ful, ish, less, y.*	Present sentences extracted from reading material which contain words with adjectival suffixes. Elicit from the children the fact that the root word is a noun and that the suffix changes the word to an adjective.

Objectives	Activities
Identify words with comparative endings *er, est.*	Present sentences from reading material which contain words with comparative endings. Discuss with the children how the comparative endings give a clear picture of what the author means.
Identify words with noun suffixes *er, or, ist, ment, ness, tion.*	Present sentences from reading material in which noun suffixes are used. Help children to see how a verb becomes a noun by adding *er, or, ment,* or *tion;* how *ness* changes an adjective to a noun; and how *ist* animates a noun.
Identify words with preffixes *dis, ex, im, in, un, re, trans.*	Present sentences extracted from reading material which contain words that employ prefixes. Show how the prefix changes the meaning of the word and the sentence.
Extend the use of compound words.	Help children to discover names of objects in the room that are compound words such as *chalkboard.* Have children divide words and discuss the meanings of their parts. Use pictures to elicit compound words. Use the words in sentences. Have the children divide words and define parts. Use pictures and the sentences on the bulletin board.
Identify primary and secondary accent.	Present words such as *car pen ter* and *in vi ta tion.* Instruct children that the syllable which receives the greatest stress is said to have *primary* accent, although other syllables in a given word may have *secondary* accent. Have children pronounce and mark the accent of several familiar words such as *afternoon, telephone, grandmother, tomorrow.*
Note primary and secondary accent in compound words.	Introduce such words as *railroad, houseboat, bedtime, waterfall,* in meaningful sentences. Remove the words from context and instruct children to listen for accent. Elicit the generalization that in compound words the primary accent usually falls on or within the first word.
Recognize clues to vowel sounds in accented syllables.	Present groups of known words and lead children to notice how certain patterns furnish clues to the vowel sound in the accented syllables. br*i*dle div*i*d*e* le*tt*er se*a*son am*u*s*e*ment su*mm*er par*a*d*e* Elicit from the children the generalization that in two-syllable words the accent usually falls on the first syllable except when the second syllable contains two vowels. By using words such as *buckle, chuckle,* and *jacket,* lead children to arrive at the generalization that *ck* is usually a clue to a short vowel sound in accented first syllable.

By the end of level 6, children should have developed considerable facility in the following skills:

a. Using generalizations governing sounds in attacking new words
b. Attacking words with common variations in pronunciation
c. Identifying and using inflectional endings
d. Identifying and using derived forms of words
e. Identifying and using common prefixes and suffixes
f. Using syllabication and accent in identifying new words
g. Identifying and using compound words

These skills are presented in context, taken out of context for clarification or reinforcement, and reapplied to the reading material. Children's competence should be measured by their ability to use these skills in independent reading.

VOCABULARY DEVELOPMENT

WORD ATTACK SKILLS

Levels 7-9

Teachers at the 7-9 level should be thoroughly familiar with skills and activities presented on the K-6 level. These skills are reinforced and extended on the 7-9 level.

Before proceeding with the 7-9 materials, the teacher should check to see whether the students have mastered previously taught skills. Where weaknesses are found, skills are retaught in the context of junior high reading material.

Teachers of junior high school should also be familiar with material on the 10-12 level. Occasionally these materials may need to be adapted for those students who quickly master skills on the 7-9 level and are ready to move ahead.

AUDITORY DISCRIMINATION

Objectives	**Activities**
Identify words with slight variations in pronunciation.	Prepare a mimeographed list of paired words such as the following: invisible—indivisible perspective—prospective formally—formerly Ask the students to listen as one word from each pair is pronounced and used in a sentence. Have them underline the correct word. Check these **orally.**

VISUAL DISCRIMINATION

Perceive familiar parts within a word rapidly.	Prepare a mimeographed list of 25 root words. At the right of each word, list three words, only one of which contains the root word, as in the following example: equal—energize, equalize, epitomize final—finally, finely, finite Have the students underline the word at the right which contains the root word.

PHONETIC ANALYSIS

Apply generalizations governing sounds to pronounce new words.	As students encounter new words in their reading, they should be encouraged to attempt pronunciations using skills previously developed. The dictionary may be used to check pronunciation and meaning.
Review common variations in pronunciation of letters and groups of letters.	Give pupils a list of known words in which combinations of the same letters vary in sound in different words. A list such as the following may be prepared: *clean, hearth, bread, break.* Elicit from students the variations in sound of the *ea* combination. Follow this activity by presenting a list of unknown words. Have the pupils suggest possible pronunciations. Example: neap dearth breadth Have students check with the dictionary to determine which pronunciations are correct.

Objectives	Activities
Use accent as an aid to pronunciation and meaning.	Emphasize accent as an aid to noting differences in meaning. Use such words as these: con′ -tent, con-tent′ pre-sent′, pres ′ ent ob′ -ject, ob-ject′ ad′ -dress, ad-dress′ buf′ -fet, buf-fet′ at ′ -tri -bute, at-trib ′ -ute Use these in sentences to show the differences in meaning. Lead pupils to add to this list of words. Emphasize such words each time they occur in the pupils' reading.
Use known pronunciation as clues to unknown words.	Have students determine the pronunciation of a second word in pairs of words containing a common element. *pneu*monia-*pneu*matic *psych*ology-*psych*e *physi*cal-*physi*ology

STRUCTURAL ANALYSIS

Objectives	Activities
Recognize change in word usage through adding adverbial, adjectival, and noun suffixes.	Draw the students' attention to words in their reading that change part of speech through adding or taking away suffixes. Ask the students for other words that change part of speech through adding or taking away suffixes. List these on the chalkboard as they are given. Such words as the following may be mentioned: table—tabling man—manly—mannish fine—finely create—creation Discuss the change which the suffix has made. Have each word used in a sentence. Be sure the students also understand that some words do not change in structure as they change in usage. The *walk* is covered with snow. I will *walk* home.
Become familiar with words that change gender through addition of suffixes.	When applicable to the reading lesson, list on the chalkboard words such as the following: god—goddess hero—heroine idolater—idolatress Lead the students to the understanding that some words change from masculine to feminine through addition of inflectional endings.
Become familiar with inflectional endings of words of foreign origin.	Draw the students' attention to such words as *beaux, fungi,* and *oases* as they encounter them in their reading. Discuss the meaning of these words. Have the students find the singular forms and origins.
Recognize familiar elements in derived forms: prefixes, roots, suffixes.	Begin emphasis informally in this area when the need arises from reading. Formal work with derived forms begins after pupils have been led to understand how this study can help them. A word tree may be built by the class to stimulate interest. A common root such as *mot, mov, mob*—to move—may be used. Pupils fill the branches of the trees with such words as *automobile, movable, motive.* These words should also appear in the pupils' notebooks and/or on index cards with definitions and sentences showing use.

Objectives	Activities
	The word tree can be posted on the bulletin board. From time to time, the stem may be changed to encourage continuous work. Students should be led to understand how and why apparently different roots are derived from a common root.
Extend understanding of compound words.	Write on the board such compound words as *overlap, overflow,* and *overcome.* Point out the two parts of each word. Discuss their meanings. Ask the students to see how many other compound words they can make using *over* as one part. The dictionary may be used to check these.

By the end of level 9, students should have developed facility in the following skills:

a. Using generalizations and common variations governing sounds in attacking new words
b. Recognizing familiar elements in derived forms
c. Using syllabication and accent in identifying new words
d. Identifying and comprehending compound words

These skills are taught in context with the reading material. Competency is measured by the students' ability to apply them in independent reading.

VOCABULARY DEVELOPMENT

WORD ATTACK SKILLS

Levels 10-12

Teachers at the 10-12 level should be thoroughly familiar with material on all preceding levels. Students' competency in previously taught skills should be checked. Where weaknesses occur, skills should be retaught in context of 10-12 reading materials.

Activities on the 10-12 level provide opportunities for students to apply, extend, and gain greater insight into previously taught skills. At this level, students should be gaining great independence in the utilization of these skills.

AUDITORY DISCRIMINATION

Objectives	**Activities**
To understand the importance of the relationship between auditory and visual discrimination.	Demonstrate that inaccurate pronunciation and failure to listen carefully to words of similar sound can create difficulties in visual discrimination. council consul

VISUAL DISCRIMINATION

Discriminate between words of similar spelling.	Prepare groups of questions such as the following: Which do you eat? Which do you drive? Have children select the word which conveys logical thought. gouache or goulash, plum or plume, entry or entree

PHONETIC ANALYSIS

Use common generalizations for pronunciation in sounding out new words.	Assign materials for oral reading in which there are unfamiliar polysyllabic words whose pronunciations conform to common phonetic rules. Guide students in the use of phonetic analysis in determining pronunciation of unknown words.
Review variant oral differences represented by the same combinations of letters.	Move from known variations in pronunciation of words such as *though, enough, cough,* and *through* to unknown words such as *chough* and *slough.* Sound may supply meaning that sight does not provide. Variant pronunciation should be in the dictionary.
Review the effect of shifting accent on word meanings.	Present words whose function and meaning is changed by shifting the primary accent. sub - ject ′—sub ′ -ject de-sert ′—des ′ -ert
Realize the necessity for careful attention to context in determining phonetic analysis of new words.	Have students read orally sentences that contain such words as *ingenious, ingenuous, indivisible, invisible.* Lead them to understand the need for careful analysis of new words.

STRUCTURAL ANALYSIS

Objectives

Activities

Become proficient in recognizing the importance of inflectional endings of irregular words.

Ask students questions such as these:

What are the plurals of *focus, stimulus, datum, alumna, alumnus, bacillus, phenomenon?*

What is the singular form of *appendices, indices, parentheses, cacti, criteria?*

Utilize structural elements of known word forms to attack unfamilar words.

Write a list of selected multisyllabic words which can be divided into meaningful units on the chalkboard. Ask students to follow the suggested procedure according to need:

Divide into syllables.
Underline root.
Pronounce word.
Attempt to give meaning.
Develop other derived forms from the same root.
List prefixes and suffixes.

Example:

trans-*con-ti-nent*-al
con-*ster-na*-tion

Give the students a prepared list of roots and affixes. Use such roots and affixes as the following to build new words:

theo
port
logy
graph
ocracy
trans
bio
spectro

Have students take several words apart and give their literal meaning.

sub/ordin/ate
semi/circle
manu/fact/ure
in/volunt/ary
super/in/tend/ent
anti/climax
super/fici/al

Recognize how compound words may be created to designate new concepts.

Ask the students to bring in examples of words found in the mass media which have been added to English in recent years as a result of technological or scientific advances.

Examples:

radioactive
astronaut
astrophysicist
geopolitics
radiology
laser

Ask students to account for the compounding in words such as *firearms, grapeshot, headstrong,* and *piecework.*

By the end of level 12, students should have developed considerable facility in:

a. Attacking new words through use of generalization and common variations
b. Using structural elements (syllables, roots, and affixes) in attacking new words
c. Recognizing new concepts created through compounding

At the completion of grade 12, students should be able to attack unfamiliar words with confidence and ease. Application of basic word attack skills should be an automatic response to new words.

APPENDIX

All material in the appendix is for teacher reference only.

PHONETIC GENERALIZATIONS

1. Short vowel rule
   When there is only one vowel in a word which is at the beginning or in the middle of the word, it usually has the short sound.
2. Long vowel rule
   When there is only one vowel in a word and it is at the end of the word, that vowel usually takes its long sound.
3. Double vowel rule
   When two vowels are together in a word, the first vowel is usually long and the second is usually silent.
4. The final *e* rule
   When there are two vowels in a word, one of which is the final *e*, the first vowel usually takes its long sound and the final *e* is usually silent.
5. Vowel sounds controlled by *r, w, l*
   When there is only one vowel in a word, and it is followed by *r, w,* or *l,* the sound of the vowel is neither long nor short, but is changed by the consonant sound.
6. When *c* is followed by *a, o,* or *u,* it usually takes its hard sound. When *c* is followed by *e, i,* or *y,* it usually takes its soft sound.
7. When *g* is followed by *a, o,* or *u,* it usually takes its hard sound. When *g* is followed by *e, i,* or *y,* it usually takes its soft sound.

SYLLABICATION GENERALIZATIONS

1. Every syllable contains a *sounded* vowel.
2. When two consonants appear between two vowels, the syllable division is generally made between the consonants.
3. When the consonant is preceded and followed by a vowel, the syllable division usually occurs after the first vowel.
4. When a word ends in *le* preceded by a consonant, the consonant becomes a part of the final syllable.
5. When the suffix *ed* is preceded by *d* or *t,* a separate syllable is formed. Otherwise it does not form a separate syllable.
6. When words contain prefixes or suffixes, the prefix or suffix generally form a separate syllable.

GENERALIZATIONS CONCERNING ACCENT

1. When the word is an inflected or derived form, the accent usually falls on the first syllable.
2. When the first vowel in a word is followed by a double consonant, the first syllable is usually accented.
3. When syllables contain long vowel sounds, they are generally accented.
4. When the final syllable of a word is *le* preceded by a consonant, the accent generally falls on the first syllable.
5. When a two-syllable word ends in *y,* preceded by a consonant, the first syllable is accented.
6. When a word has two or three syllables, the accent is usually on the first syllable.
7. When prefixes and suffixes have been added to a word, the root word is usually accented.
8. When words end in *tion* and *sion,* the syllable before the suffix is generally accented.

VOCABULARY DEVELOPMENT

VOCABULARY ACQUISITION SKILLS

Levels K-3

During the prekindergarten, kindergarten, and primary grade years, children add new words to their vocabularies at an amazing rate. They will never again match this rate throughout their entire life span. The teacher of young children has an obligation to nurture this growth and guide the children in their vocabulary development. She cannot take it for granted that children know the names of even the most common objects, nor can she assume that they know the meanings of all the words they use. She must continually bring words to the attention of her youngsters, discuss word meanings with them, and help them to use words correctly.

During the primary grades, the child's listening and speaking vocabulary outweighs his reading vocabulary. However, children will be meeting words in their reading whose meanings are unfamiliar. The teacher needs to help the child incorporate these words into his total vocabulary.

Each child should be encouraged to build vocabulary at his own rate. Some children will need to meet a word in many different situations before that word becomes a part of their vocabulary. Other children will acquire rich vocabularies at a much faster pace.

The teacher of grades K-3 should be familiar with the objectives and activities on following levels. Where appropriate activities from these levels may be adapted to the K-3 level.

Objectives	**Activities**
Increase listening and speaking vocabulary.	Frequently read stories and poems to the children. Discuss words which may be unfamiliar and encourage the children to use these words in talking about the story.
Develop vocabulary through concrete experiences.	Place on the table a number of items such as a piece of cotton, a ball of clay, a stone, a paper clip. Have the children handle these and tell which are *soft* and which are *hard*.
	Have children act out words as you say them. Use such words as *hop, jump, bend over, look up, look down,* and *stretch.*
Incorporate listening and speaking vocabulary into the reading vocabulary.	After class discussion, write an experience chart with the children. Encourage them to include new words met through the discussion. Provide opportunities for the children to read the completed chart. Point out words that appear in the reading lesson which have previously been encountered in class discussion or story time. Review with the children meaning and usage of these words.
Become aware of and use words met in immediate environment.	Discuss with the children words found in labels, advertising, and neighborhood signs. Encourage them to use these words in making signs for their play store, village models, and bulletin boards. As children discuss programs they have watched on TV, make note of words which may be unfamiliar to most of the class. Put these words on the chalkboard and discuss meanings and usage with the children. Ask children to listen for these words in future TV shows.
Use precise language.	In class discussions, encourage children to tell exactly what they mean. Have them substitute more precise language for the indiscriminate use of such terms as *this thing, that,* and *it.*

Use pictures as clues to word meaning.	In introducing a story in the reading lesson, write the new words on the chalkboard. Refer children to pictures in the story which illustrate these words. Have them give the meaning of each word using the pictures as references.
Check word identification through context.	As children apply phonetic and structural analysis skills to name unfamiliar words in their reading, have them check their identification of the word by putting it in context. After the word has been named, the entire sentence should be reread to see if it makes sense.
Decide word meaning through context definition.	Write on the chalkboard a sentence from the reading lesson: The *clowns* in the circus are funny men. Help the children see how the author described *clowns* in the sentence so that the reader would know what they are.
Decide word meaning through opposite ideas in context.	Write on the chalkboard a sentence from the reading lesson as, for example: The tiger looked *ferocious,* but was really friendly. Lead children to see that the signal word *but* indicates an opposite meaning. *Ferocious,* therefore, would mean the opposite of *friendly.*
Become aware of multiple meanings.	Write on the chalkboard a word from the reading lesson such as *glasses.* Ask the children for sentences using this word. Write the sentences on the chalkboard as they are given. Have the sentences read and the meaning for the word glasses given for each. Elicit from children that sometimes they can't decide what a word means until they see it in a sentence. Direct them to the sentence in the reading lesson in which the word is used. Have the sentence read and decide which meaning applies in that particular sentence.
Increase vocabulary through understanding synonyms.	Have children skim through a story to find different words the author used for a word such as *said.* List these on the chalkboard. Explain to the children that these are all synonyms for *said.* Ask them for other synonyms of *said.* Add these to the list.
Increase vocabulary through understanding antonyms.	In discussing a story read, list key words on the chalkboard. Discuss the meaning of these words and then have children think of words which would mean just the opposite.
Develop an awareness of denotation and connotation of words.	Write on the chalkboard: Bruce was glad to get *home.* Elicit from the children that in this sentence *home* denotes the place in which Bruce lives while it connotes safety, warmth, and comfort. Draw children's attention to words in the reading which have specific meanings and words which have inferred meanings.
Build vocabulary through understanding and use of prefixes.	Write on the chalkboard a word from the reading lesson which contains a prefix. Such words as *unhappy* and *remake* may be used. Have the root word underlined and discuss its meaning. Ask the children to find the sentence in the story in which the word was used. Have this sentence read and discuss its meaning. Lead children to the understanding that the prefix changed the meaning of the word. List other words with prefixes *un* or *re* on the chalkboard. Show children how the use of these prefixes helps us to increase our vocabulary.

Objectives	Activities
Build vocabulary through understanding and use of suffixes.	Write on the chalkboard new words from the reading lesson: Examples: digging careless happily Help children to understand the new word through recognition of the root word. Discuss the meaning of the root word and the suffix. Try out the meaning of the new word in context. Lead children to see how vocabulary is increased through use of suffixes.
Derive meanings of compound words.	Write on the chalkboard words from the reading lesson: *watchmen* *something* *railroad* Lead children to an understanding of the meaning of the new word through application of the meaning of the two words from which it is made. Try the meaning out in context to see if it makes sense. **Note:** At this level most compound words met should carry the meaning of the words contained in them.
Develop an awareness of figurative language.	Present a sentence from the reading lesson such as the following: The wind *whistled* through the trees. Ask the children to tell why they think the author used *whistled* in this sentence. Lead them to the understanding that use of metaphor gives more power and meaning to a sentence. Similarly present and discuss use of simile when encountered in the reading.
Introduce relationship between vocabulary and mood.	After silent reading and general discussion of a story, direct children's attention to a section which is particularly descriptive. Have them find words in this section that help us better see, feel, or hear what is being read. List these on the chalkboard as they are given. Discuss reason why the writer used these words.
Practice new vocabulary.	Word games may be used to provide opportunities for children to practice vocabulary. A simple version of charades might be used. A child is chosen to be "it." He is given a slip of paper on which is written a phrase to be acted out such as *jump high, walk quickly, shake a book.* The class then tries to guess from the action what phrase was written on the paper. The first child to guess correctly becomes "it." Another game might involve word substitution. The teacher writes on the chalkboard a simple sentence: Bill *ran* to the store. Children would be called on to substitute a word for the underlined word. Simple crossword puzzles may also be used.
Understand and use alphabetical sequence.	Divide the letters of the alphabet into four sections: a—d e—l m—r s—z Give students drill in letters that come *before* other letters. *—b—d—f—h—t—n* It is important that students know the alphabet other than rote memory of *a—z.* As children learn new words, they may illustrate them and make their own picture dictionaries. Practice in alphabetical sequence is provided as they alphabetize these dictionaries.

Objectives	Activities
Use simple dictionaries and glossaries to check meaning.	As unfamiliar words are encountered in the reading, help children to find them in the glossary or dictionary and to interpret the definitions given.

By the end of level 3, children should be skilled in adding new words to their vocabulary through:

1. Classroom discussion
2. Picture and context clues
3. Use of precise terminology
4. Understanding new words through known parts (root words)
5. Application of simple dictionary skills
6. Recognizing synonyms and antonyms

VOCABULARY DEVELOPMENT

VOCABULARY ACQUISITION SKILLS

Levels 4-6

At the 4-6 level, children will be meeting more and more words in their reading that are not part of their listening or speaking vocabulary. The teacher needs to offer continuous encouragement and guidance so that the children will grasp the meanings of these words and incorporate them into their total vocabulary.

The teacher also needs to be aware of the vocabulary development of individual children and offer the necessary assistance for furthering this development. In order to do this, she should familiarize herself with material on preceding and ensuing levels. Where weaknesses occur, activities from the K-3 level may be adapted to 4-6 material. Where individual children are ready, activities may be adapted from the 7-9 materials.

Objectives	**Activities**
Increase listening and speaking vocabulary.	Set aside a time each day to read orally to the students. Some selections may be at students' independent reading levels. Other selections may be slightly above the students' reading level but geared to their interests. Direct the students to unfamiliar words and attempt to get the meaning of these words from oral context. Encourage students to use these words in their own speech.
Develop an awareness of mass media vocabularies.	Through use of newspapers and magazines, draw children's attention to acronyms, shortened word forms, and coined words commonly used in our mass media. Examine these words in context to determine meanings. Discuss reasons for their use. Direct children to listen for specialized vocabulary used on radio and television. Provide time for discussion of these words.
Develop an awareness of vocabulary used in advertising.	Have children look through advertisements clipped from the newspaper and underline words used to influence the buyer. Ask them to explain why they underlined particular words. As a followup activity, children may write advertisements meant to cajole the buyer. These could be read or placed on the bulletin board and word choices discussed.
Become aware of technical vocabularies.	After a discussion of special interests, have children draw diagrams of materials used in their hobby, such as: a clarinet, an airplane, a coin. Have them label the various parts of their diagram. Lead them to the realization that many topics have specialized vocabularies that we must know if we are to discuss that topic intelligently.
Understand the necessity for use of precise language.	Have the children suggest words which describe qualities or characteristics of people: good, bad; short, tall; young, old. Ask them how young or how old the person may be. Lead them to understand that many words we use do not have real meaning and that we must use the most exact words we know.
Derive word meaning from illustrations.	When new words represent unknown objects or unfamiliar characteristics of known objects, draw children's attention to diagrams or illustrations that clarify the concept.
Derive word meaning through contrasting ideas in context.	Write on the chalkboard words from the reading whose meanings are developed through opposing ideas. Ask children to find the sentences in the reading where the words are used. Have the sentences read orally and help the children to determine the meanings of the words listed. Example: *foliage* The trees had lost their *foliage* and now stood bare.

Objectives	Activities
Determine word meaning from context information.	Direct children's attention to a sentence in the reading: The crops were destroyed and there was a famine. Write *famine* on the chalkboard and ask the children to tell what it means. Elicit from them that sometimes we can derive the meaning of a word from other information in a sentence or paragraph.
Determine word meaning through context definitions.	Draw children's attention to direct definitions in their reading. Lead them to see how an author often defines a word that he knows will be unfamiliar to the reader. Alert them to the use of such words as *is, such as,* and *or,* and the use of the dash or comma as signals that a definition may follow. Example: The mortality, *or* number of deaths, from smallpox was once very high.
Recognize that words can have variant meanings.	Draw attention to a sentence in the reading in which a variant meaning of a common word is used: The boys were organizing a game of *cricket.* Ask children to give their definition of the word. Then have them check the dictionary to see if the word has another meaning which would make more sense in the sentence. Lead them to understand that sometimes a word has a meaning other than the one we might be familiar with, and if our meaning does not fit, we should check the dictionary for a variant meaning.
Recognize effectiveness of synonyms.	Write on the chalkboard words from the reading such as *marched, dashed,* and *galloped.* Elicit from the children that these are synonyms the writer used in place of *walked.* Have the children locate and read the sentences in the story in which these words are used. Discuss the reasons for the writer to have chosen each particular synonym.
Recognize antonyms.	When appropriate in the reading, point out a writer's use of antonyms in emphasizing contrasts. Point out how this device intensifies the meaning of both words.
Use the dictionary as a source of synonyms and antonyms.	Write on the chalkboard a list of words from the reading such as *advice, jest,* and *fearful.* Have the children find these words in the dictionary and write a synonym and an antonym for each. Discuss changes in meaning made by substituting synonyms or antonyms in sentences.
Become familiar with denotation and connotation of words.	Discuss with children words encountered in the reading which carry specific denotation and words which carry general inferences. Lead them to understand that when an author chooses a word of precise meaning there is little doubt in the readers mind as to what is meant. On the other hand, when the author uses a word with various overtones, the meaning is subjective.
Develop an understanding of slang and colloquialism.	As slang or colloquial expressions arise in classroom discussion, ask children to explain what is meant by them and why we use them. When they are encountered in the reading, elicit from the children that the author used them in the development of character or setting, or for humor.
Appreciate development of new words.	As words recently added to our language are encountered in discussion or reading, draw children's attention to them. Discuss origin and use of these. Lead children to the understanding that words are continuously being added to our language through coinage and adaptations.

Objectives	**Activities**
Become aware of word derivation.	When reading selections with classical or medieval backgrounds, draw children's attention to words used in an archaic fashion. Discuss how the modern meaning differs from the meaning in the selection. Frequently explain the derivation of words with interesting etymology: *arithmetic*, *sandwich*, and *alphabet*. Encourage children to speculate how these words entered the English language.
Understanding new words through recognition of roots.	Write on the chalkboard a list of words such as the following: construct — destruction construction — indestructible reconstruction Explain to the children that the root *struct* means build. Have this root underlined in each word. Help children to decide on the meaning of each word listed through a discussion of the effect of the affixes on the root. Have meanings checked in the dictionary.
Build vocabulary through understanding and use of prefixes.	Write on the chalkboard a list of words. Examples: prehistoric — hemisphere bicycle — interlining superhuman — substation Have the root words underlined and discuss their meanings. Discuss the change that the prefix makes in the meaning of the word. Help children to see that understanding prefixes helps us to increase our vocabulary.
Understand meanings of new words made by compounding.	Write on the chalkboard new words in the reading lesson made by compounding: storeroom — overflow — homespun Lead children to unlock the meaning of the new word through meaning of its parts. As not all compound words retain the literal meaning of each word used, children should be encouraged to use the word in context to see if the meaning they have designated makes sense. For example, they need to understand that *homespun* does not mean a home that was spinning, but refers to cloth spun at home. Such words as *headstrong*, *foolproof*, and *fainthearted* should lead to interesting discussion as the children attempt to interpret the meaning of the compound in terms of its parts.
Recognize the relationship between vocabulary and mood.	Draw children's attention to a selection in the reading lesson which reflects action or excitement. Ask the children to find particular words in the selection that convey this mood. Have them explain why the author might have chosen these words. Compare this vocabulary to the one used in a slow-moving, quiet selection.
Recognize the relationship between vocabulary and style.	Have the children read a factual report such as a newspaper item. Discuss the type of vocabulary used for this style of writing. Compare it to the vocabulary used in fiction.
Develop independence in vocabulary acquisition.	Encourage children to develop their own list of unknown words. Have them keep these in a separate part of their notebook or on index cards. Definitions should be written in their own words and examples should be original.

Objectives	Activities
Provide practice in vocabulary usage.	Occasionally challenge children's recall of words through playing word games. Crossword puzzles, scrabble, and charades may be used.
Interpret definitions.	Frequently have children refer to the dictionary for help in understanding new words. Have the dictionary definition read and then ask children to explain the meaning as it applies to the context in which it was met.
Understand the function of figurative language.	Draw the children's attention to similes and metaphors in their reading. Discuss these with the class helping them to recognize the role of such comparisons. Have the children suggest effective comparisons and then find words which will make the comparison unnecessary.

By the end of level 6, children should be skilled in adding words to their vocabulary through:

1. Using picture and context clues to word meaning
2. Incorporating precise terms into their total vocabulary
3. Understanding word denotation and connotation
4. Using the dictionary for word meanings
5. Understanding new words through known parts
6. Understanding synonyms and antonyms

VOCABULARY DEVELOPMENT

VOCABULARY ACQUISITION SKILLS

Levels 7-9

At the 7-9 level, many of the words the pupils meet in their reading will not be a part of their general vocabulary. The teacher needs to be sure that the children develop a thorough understanding of these words so that they will gain full meaning from their reading and be able to incorporate these words into their total vocabulary. He needs also to be aware of the vocabulary growth of individual students so that he may continuously challenge them in their vocabulary acquisition.

The teacher should be familiar with objectives and activities on preceding and ensuing levels. For those students weak in previously taught skills, activities from the K-6 level may be adapted to 7-9 reading material. Activities from the 10-12 level may be adapted for those students ready for a greater challenge.

Objectives	**Activities**
Develop listening and speaking vocabulary.	Provide many opportunities for the students to participate in classroom discussions. Encourage them to use their developing vocabularies in these discussions.
Become aware of the effectiveness of mass media vocabulary.	Have the students skim through a newspaper underlining words peculiar to that media. Discuss words underlined, their meaning, and reasons for their use. Instruct the student to list words used in a TV or radio news broadcast that are in general use mainly in the mass media.
Understand abbreviations, acronyms, and commonly used symbols.	Draw the students' attention to abbreviations, acronyms, and commonly used symbols encountered in their reading. Discuss the meanings of these and reasons for their use. Interested students may make a collection of abbreviations, acronyms, and symbols used throughout the mass media.
Become aware of effectiveness of advertising vocabulary.	Instruct the students to list words used on TV or radio commercials that carry emotional overtones intended to influence the buyer. Discuss these with the students, paying particular attention to connotations.
To understand the contributions of technical vocabularies.	Have pupils with special interest or competence in academic or vocational areas give talks on their special fields. Encourage them to use the technical vocabulary required for these areas. Comment with the pupils on words which may not be familiar. Emphasize how a knowledge of these vocabularies can contribute to reading. Have pupils discuss the technical vocabulary they need in studying instrumental music, ballet, or painting.
Appreciate and use precise terminology.	Write several sentences on the chalkboard containing the word *good.* Have pupils replace this word with more exact words to express meaning. Other words such as *got, went,* and *said* may also be used for practice purposes. From a paragraph on the chalkboard, have students replace all forms of the verb *to be* with another word.
Derive word meaning from context clues.	Draw the students' attention to the use of direct explanations, contrasts, action clues, and introductory or followup clarifications of word meanings in their reading. As they meet new words, guide them in determining meaning through use of these clues.

Objectives	Activities
Understand the multiple meanings of words.	Present a series of sentences to the class containing the word *run.* She sat motionless, watching the milk *run* across the grimy tablecloth. Hot water will often cause colored clothing to *run* in a washing machine. He had the *run* of the house. She saw a *run* in her stocking. Have pupils discuss the multiple meanings of this word. Ask the class to use such words as *wings, teeth,* and *fork* in sentences that will show the various meanings of each word.
Use synonyms or antonyms which are presented to clarify meaning.	Comment occasionally on writers' use of synonyms and antonyms. Discuss with pupils how synonyms extend and clarify meaning; show that antonyms add force to both concepts.
Use reference aids in understanding and using synonyms and antonyms.	As pupils develop skill in using dictionaries to locate synonyms and antonyms, suggest the limitations of this reference and the need for more complete resources. Introduce Roget's *Thesaurus* and Webster's *Dictionary of Synonyms*; examine the organization of each; and discuss circumstances under which one would be preferable to the other. **Note:** Such activities should rarely be organized as drills but should develop through pupils' needs in reading and writing.
Understand the value of denotation.	Select words from the reading material which have rigidly prescriptive meaning, such such as *antelope, valid,* and *rue.* Have students suggest other words which might have been used in their place. Compare the effectiveness of these. Reverse the procedure and select a word of general meaning, find words with more specific meaning and compare their effectiveness in the context of the reading. Lead pupils to realize that the more limited the word, the clearer the meaning.
Create an awareness of the use of connotation.	Write on the chalkboard a word from the reading which has an emotional association or overtone, such as *mother.* Have the students write on their paper all the things this word makes them think of. Compare these lists and discuss various responses. Lead pupils to understand how words with such broad meanings are subject to individual interpretations and how a writer's use of them can influence the reader's reaction to the ideas presented.
Recognize the appeal of slang and colloquialisms.	Have pupils contribute their favorite slang expressions. Analyze the exact meanings. Attempt to find words and expressions on a more formal level of usage which may be substituted for the slang. Discuss reasons for use of slang and colloquialisms.
Understand word origins.	Words found in the context of many class reading materials often have picturesque origins. A class dictionary of these words, compiled and illustrated by interested pupils, can be a valuable resource for all the pupils. Such words as *candidate, alarm, calculate, neighbor, lace,* and *journey* may provide interesting motivation.
Understand the contributions of foreign languages to English.	Encourage pupils studying foreign languages to comment on cognates they encounter in their reading or study in their foreign language and discuss with the class shades and differences in meaning. When pupils encounter words or phrases of foreign origin in their reading, encourage them to investigate the origin and history of such expressions rather than merely to determine meaning.

Objectives	Activities
Recognize and use words being added to our language.	Ask the class to look for new words that are being added to our language. The mass media are excellent sources for such additions. Have pupils make a class dictionary of these words. Meanings would be derived from context since these words probably would not appear in the dictionary.
Determine meanings of new words through recognition of roots and prefixes.	Draw the students' attention to words in their reading such as *unsurpassed, reinstated, unrecovered.* Lead the students to discover meanings of these by examining the root words and prefixes. Try the derived meaning in context of the sentence to see if it makes sense. The dictionary may be used to check meaning.
Understand meaning of new words through recognition of root and suffix.	Write on the chalkboard words from the reading such as *decisive, circular, compulsion.* Elicit the root words from the pupils. Write the root words next to the derived forms. Lead pupils to understand that when they recognize the root word they can usually determine the meaning of the derived form. Find the sentence in the reading in which the word is used. See if the meaning decided upon fits in the context.
Build vocabulary through understanding and use of compounds.	Draw the students attention to compound words in their reading such as *outskirts, deadlock, spellbound.* Help children to see that some compound words have meanings different from the actual meanings of their parts, but, through recognizing the parts and giving careful attention to context, meanings of these compound words can be unlocked. Elicit from the students, also, that these words often give more flavor and color to our language.
Understand referential words.	Write on the chalkboard a sentence from the reading such as the following: It was a herculean task. Ask students to explain the sentence. Have them list other terms derived from the qualities or characteristics of fictional characters, or social or political personalities. Lead them to realize how these words enrich our language.
Recognize relationship between vocabulary and mood.	Have pupils read a short selection which puts the reader in a very quiet mood or one meant to excite the reader. Ask the class to make a list of words from each selection which sets the mood. Provide an opportunity for pupils to discuss these words and reasons for their use.
Recognize relationship between vocabulary and style.	Have pupils read a news item in a conservative newspaper and the same item in a more sensational paper. Compare with them the choice of words in each.
Provide for formal vocabulary acquisition.	Encourage students to keep notebooks or card files of vocabulary lists. As new words are met in reading, discussion, or through mass media, the students should write the word, define it in their own terms (discourage copying definitions from the dictionary) and use it correctly in a sentence. Occasionally the teacher may wish to go over these lists with individual students.
Provide practice in use of vocabulary.	Students should be encouraged to use newly acquired vocabulary in classroom discussions and in composition. Crossword puzzles, cryptograms, scrabble, and word substitution games may be used to challenge children to recall and use new words.

Objectives	Activities
Use dictionary for vocabulary development.	Encourage pupils to consult the dictionary frequently for word meaning. Help them to apply the correct definitions to context.
Understand use of words in creating vivid sensory images.	Discuss the use of such language as the following sentence: The rich, fragrant juice oozed from the freshly baked pie. Lead the students to see how certain words appeal to the senses and bring reactions to the reader based on past experiences.
To understand the importance of vocabulary in satire.	Occasionally draw pupils' attention to writers' use of familiar words which, in the special context, create a satiric or an ironic expression. Lead them to understand how a shift in tone or style through the use of exaggerated or understated vocabulary can completely change the meaning of an apparently obvious statement.
Realize the effectiveness and limitations of similes and metaphors.	Give pupils skeleton sentences of comparisons. He is as .... as .... Ask for completion of the comparisons. Lead them to recognize the ineffectiveness of the cliché simile. Help them evaluate the effectiveness of comparisons which they encounter in their reading.

By the end of level 9, children should be skilled in adding words to their vocabulary through:

1. Context clues
2. Understanding words through separation into root and affixes
3. Understanding word connotation and denotation
4. Incorporating precise and technical language into their total vocabulary
5. Understanding the use of synonyms and antonyms
6. Application of dictionary skills

VOCABULARY DEVELOPMENT

VOCABULARY ACQUISITION SKILLS

Levels 10-12

Students at the 10-12 level will be meeting new words in their reading, in special interest areas, and in the mass media. The teacher should capitalize on these sources of vocabulary acquisition and guide his students in utilizing words encountered through them.

Each student should be encouraged to proceed at his individual rate of vocabulary development. The teacher should be familiar with the objectives and activities on all preceding levels and adapt these to 10-12 reading materials where necessary to reteach or reinforce skills.

Objectives	**Activities**
Use new words in speech and composition.	As new words are introduced in class discussion, write them on the chalkboard. At the end of the discussion ask various students to use these words in sentences. In future discussions, have students substitute these terms for less precise words. Comment on students' use of new vocabulary in written expression.
Become cognizant of effect of mass media on vocabulary.	When films with unusual titles become popular, discuss with pupils their special significance. Have pupils speculate on the attraction of and the reasons for the use of unusual brand names.
Become aware of the effectiveness of vocabulary in advertising.	Clip phrases or entire advertisements, and project these on a screen. Have students select convincing words that are intended to influence buyers. Analyze words to discover the reasons for their use.
Understand use of technical vocabularies.	Assign various sport, theatre, or stockmarket articles in newspapers and periodicals for students to read. Have them make a list of the specialized words found in these articles. Discuss the significance of these vocabularies.
Differentiate between a technical and a general vocabulary.	Ask pupils for words used in a restrictive sense in mathematics, science, social studies, or one of the special subjects. Select appropriate technical words and illustrate their general meaning. List commonly recognized words with a number of meanings. Have students consult the dictionary to discover their specialized use. Help the student to utilize glossaries in textbooks and to foster the recognition of specialized meanings.
Derive meaning from context.	Guide students in estimating the meaning of unfamiliar words. Point out direct and indirect definitions, use of synonyms and antonyms, and general meaning of sentence or paragraph as clues to meaning. Encourage use of the dictionary for verification.
Recognize the vast number of multiple meanings of some words.	Encourage pupils to browse through the dictionary and to note the multiple listings for many of our commonest words. If appropriate, the teacher may foster competition among pupils to select words with the greatest number of meanings.
Recognize subtle variations in the meaning of synonyms.	Present pairs of words such as *stop* and *stay*, *partly* and *partially*, *uninterested* and *disinterested*. Elicit from the students the shades of difference in meaning in each set. Occasionally, have students find synonyms for words found in their reading. Discuss the variations in meanings.

Objectives	**Activities**
Interpret word denotations and word connotations.	Ask students how many words they know that mean nearly the same as *truth,* such as *verity* and *candor.* Under what circumstances would each be used? Have students illustrate. Words like *democracy, freedom, honor,* and *loyalty* are frequently used. Ask students to try to interpret them as a member of a minority group, a communist, or a fascist would. Lead students to understand that certain words can carry different connotations for different people while other words, because of their limitations, are not open to interpretation.
Recognize technical devices for changing or shifting meaning.	Instruct students to read sentences such as the following: His ideas were very *Catholic.* His ideas were very *catholic.* Your *friend* is here. Your "*friend*" is here. Discuss with the students the differences in meaning that exist when common words are capitalized or italicized.
Become aware of archaic and obsolete meaning of words.	Occasionally during the reading of appropriate materials, draw students' attention to words which, if given their present meaning, would fail to fit the context of the selection. Show that the dictionary provides earlier meaning and guide students to choose that meaning appropriate to the period in which the selection was written. Encourage students to use the *Oxford Dictionary* or the *Shorter Oxford Dictionary* to trace changes in the meanings of words.
Become interested in etymology.	Have students explain how the present meaning of such words as *tantalize, vulcanize, colossal,* and *sire* are related to ancient myths. Select a word like *talisman.* Have students discover how many languages were involved in its evolution. Encourage them to use the dictionary to find other words with interesting histories.
Appreciate enrichment of English through borrowing from other languages.	Draw students' attention to foreign words and phrases encountered in their reading, such as *frau, sauerkraut, résumé, debut,* and *chic.* Ask them to give the original meaning to suggest how and why the word may have acquired its present meaning in English. Use the dictionary for verification.
Understand cognates.	Write on the chalkboard words from the reading, such as: *chart, charter, cartel, card, carton, cartoon.* Ask students of foreign languages to provide the origin of these words. Have students list other roots which have provided words in English. Develop a list of variant words derived from these roots.
Relate specific meanings to generalizations.	Write the following words on the chalkboard: *bovine, feline, leonine* Ask students to explain what character traits these words portray when applied to people. Have them list other specific terms which depict a generalization through application.
Appreciate various levels of usage.	Have pupils read a selection characterized by verboseness and circumlocution and a selection which uses a simpler more direct vocabulary. Through discussion, lead pupils to understand purposes for choosing a direct or a verbose wording.

Objectives	Activities
To have pupils realize the effect of different levels of vocabulary usage.	During the study of the mass media, duplicate the article reporting the same event as it appeared in different newspapers. Evaluate the effectiveness of the vocabulary used in each writeup. Duplicate brief passages from newspapers and periodicals and have pupils attempt to identify the source.
Become aware of fashions in usage.	Read to pupils, or duplicate short passages from, selections using the specialized vocabulary of a particular period. Popular songs and humorous articles are excellent sources. Have students list words that date the selection. Lead them to recognize that fads and fashions in language can make a selection almost meaningless to readers of a later period.
Understand the use of vocabulary in editorializing.	Duplicate a news story and an editorial on the same subject from the same newspaper. Determine the publisher's viewpoint as revealed in the editorial. Analyze the news story to discover whether or not the vocabulary reflects editorial policy. Eventually give pupils a similar assignment to complete independently.
Participate in formal vocabulary study.	Have the students make vocabulary cards for new words. The word would be written on the front of the card and on the back: A sentence in which the word is used A dictionary definition Variant meanings, synonyms, and antonyms Derivation Encourage students to use their vocabulary packs whenever they have a few minutes. Have them realize that brief but frequent reviews are more productive than sustained but infrequent study.
Enjoy vocabulary discussions.	Provide frequent opportunities for pupils to discuss briefly their experiences with words. Draw their attention to television programs concerned with words. Have a classroom collection of books on vocabulary growth and development. Occasionally have students bring to class sentences in which an unfamiliar word is used or in which a familiar word is used in a particularly effective manner. Have students list the dictionary synonyms and support or criticize the writer's choice.
Enjoy word games, puzzles.	Have pupils bring crossword puzzles, double acrostics, or cryptograms to class. Make a class project of pupils working on these in the few minutes before or after class and in completing them before the key is printed in a following issue of the paper. Comment on particularly interesting clues and answers.
Appreciate verbal analogies.	Have students analyze verbal analogies to observe how the analysis of these relationships contributes to a clearer, more precise meaning of words. Encourage the students to develop original verbal analogies to present to the class for discussion.

By the end of level 12, students should have developed considerable skill in developing their vocabularies through:

1. Understanding and using mass media and technical vocabularies
2. Understanding and using multiple meanings of words
3. Understanding and using word denotations and connotations
4. Understanding word etymology
5. Recognizing word roots
6. Using context to estimate word meaning
7. Using the dictionary as a constant reference
8. Using newly acquired words in oral and written communication

COMPREHENSION SKILLS

Levels K-3

At the K-3 level, children need continual guidance as they develop the comprehensive skills so necessary for their success in reading. The teacher is keenly aware of this and does not leave understanding to chance. She introduces comprehension skills as soon as children begin to recognize printed words and then she daily reteaches, reinforces, and builds on these skills. She recognizes skills at the K-3 level as being the foundation for later skills and familiarizes herself with the skills on ensuing levels.

Objectives	**Activities**
Make titles for films, slides, and pictures.	Show a short film, a series of slides, or a set of pictures that tell a story. Have the children tell in their own words what they have seen. Ask them to tell the most important part of the story in a few words. Place the various responses on the chalkboard and ask which one best tells what the story is about. Make this into a title for the story. Provide opportunities for children to discuss bulletin board displays and suggest titles. Choose the best title and put it on the display.
Make a title for a story.	Read a short story to the children. After general discussion, ask them to tell in a few words what the story was about. Then have them suggest titles for the story. List several of these on the chalkboard. Have children tell which one they think is best and why they think it is best.
Find the main idea of a story.	After silent reading of each story assigned, provide time for general discussion. Then have children tell what the story was mainly about. Guide the discussion so that the group can arrive at one concise sentence that gives the gist of the story. Write this sentence on the chalkboard and lead children to see that this is the main idea.
Find the main idea of a paragraph.	After short silent reading periods, ask the children to look back at two or three paragraphs. Direct them to choose the main thought in each paragraph. Discuss their selections. Distribute copies of a paragraph of a few sentences taken from a textbook used by the pupils. After the children have read the paragraph, ask them to underline the most important sentence. Ask why this sentence is more important than the others. Elicit the fact that this sentence gives the main idea. Continue this activity using longer paragraphs. The sentences should be simple and should contain vocabulary that is familiar to the children.
Recognize sequential order.	Read a short list of directions on how to do a particular exercise, including such movements as standing, sitting, turning, clapping, running, and hopping. Have individual pupils try to do the exercise in the order given in the directions.
Read for sequential order.	After silent reading of a story, discuss with the children the order in which things happened. Then, using large drawing paper divided into squares, have the children draw picture strips showing the sequence of events. Children should be encouraged to refer back to the story as needed. Provide an opportunity for the children to share and discuss their drawings.

Objectives	Activities
Recognize clues as to time sequence.	After silent reading and discussion of a story, ask the children to identify the words that helped them to know when things happened. They may locate such key words and phrases as *now, then, after a while, today, yesterday,* and *tomorrow.* Discuss these with the children.
Look and listen for detail.	Present a picture or slide of general interest. Have the main idea identified, then ask children what they see in the picture. Encourage them to be specific such as: a red car, a big tree, a straw basket. Have a child point to these as they are mentioned. Read a short story to the pupils that includes details of description. List all the details the pupils can remember.
Find details in sentences.	Present simple, uncomplicated sentences to the children. Ask them to find the word or phrase that tells *who, what, when, why,* or *where,* in the sentences. Later, in more complicated sentences, have the children find words or phrases that describe *which one* or *how.*
Read for detail.	Give the children a series of specific questions which can be answered by reading several short paragraphs. After silent reading, repeat each question. Each time an answer is given, have the child locate and read orally the sentence in the reading material which contains the answers. After silent reading and general discussion of a story, guide children in recalling details. Ask why the author gave these details and how they helped make the story more understandable. Ask the children if they can remember any details which were not really necessary. Have them explain their choices.
Understand pronouns.	Throughout the children's reading, guide them in identifying the person or thing referred to by a pronoun. Direct their attention to sentences such as the following examples: John fell asleep. He was very tired. Have students name the word to which *he* refers.
Understand qualifying words.	Discuss with the children words such as *few, many,* and *some* when encountered in the reading. Use them in followup assignments by writing directions on the chalkboard: Draw a *few* apples. Draw *some* trees. Draw *many* boats.
Understand the importance of end punctuation.	Draw the children's attention to sentences that end in periods, exclamation points, and question marks. Discuss the importance of the punctuation in understanding what is read.
Understand punctuation within sentences.	Draw the children's attention to commas as they are encountered in the reading. Point out how they are used to give more clarity. Such sentences as the following may be discussed: While the children watched, Peter ran around the track. Ann tried and tried, but could not put the puzzle together.
Understand the importance of quotation marks.	Choose a story that contains much dialogue. After silent reading, have the story read orally with various children taking parts. These children would read only the direct quotations. A child may be chosen to read the narration between dialogues. Children should be led to the understanding that quotation marks help us to identify the speaker.

Objectives	Activities
Recognize cause and effect.	Throughout their reading guide children in seeing how each action or event is caused by a previous action or event. Ask many *why* questions that require a *because* answer: Why did Paul stay home? Why did Mother change her mind? Why did everyone laugh?

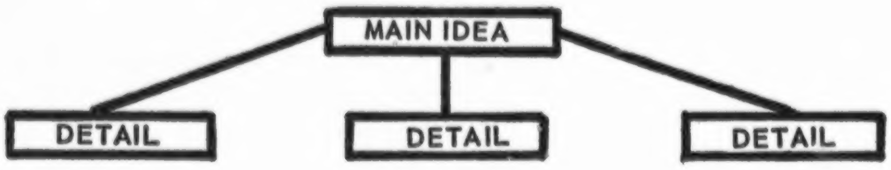
By the end of level 3, the children should have developed skill in comprehending reading material through:

1. Recognizing main ideas
2. Recognizing sequential order
3. Identifying details
4. Understanding pronouns
5. Understanding transitional and qualifying words
6. Understanding use of punctuation
7. Recognizing cause and effect

COMPREHENSION SKILLS

Levels 4-6

Before proceeding with the comprehension skills at the 4-6 level, the teacher should familiarize herself with objectives and activities on the previous level and on ensuing levels. Where weaknesses occur, activities from the K-3 level may be adapted to 4-6 materials. Activities from the 7-9 level may be adapted for those children ready for a greater challenge.

Objectives	**Activities**
Make titles.	Distribute a short untitled story to the children. Direct their attention to the fact that it does not have a title. Ask them to read the story and write a title for it. Discuss the titles and ask the children to explain why they chose that one. Have the class decide on the best title.
Find the main idea.	After silent reading of an assigned story and general discussion, ask the children to write a sentence telling what the story was about. Discuss these sentences with the children and help them decide which is the best statement of the story. Lead them to see that this is the main idea of the story.
Recognize that each paragraph has a main idea.	After a story has been read and discussed, draw the children's attention to specific paragraphs. Have these read, and the sentence expressing the main idea identified. Elicit from the children that each paragraph has one main idea with supporting details. **Note:** If children understand the main idea in the first sentence, introduce the skill of noting the variety of placements of the topic sentence in a paragraph. Present some short paragraphs where the main idea is not contained in the first sentence. Continue to give the pupils practice in finding the main idea and supporting ideas in short paragraphs of simple sentences when the ideas appear in a variety of positions.
Read for detail.	Present a factual selection on a topic such as "How to Make a Barometer." Have the students read over the material silently. After discussion, have the children list on the chalkboard the steps involved. Be sure they include all the details necessary. See if they can use this information to make a barometer.
Recognize relationship of supporting detail to main idea.	Take a well-written paragraph with one main idea and at least three details that support this idea. Have the children read the paragraph and then guide them in completing the following diagram:  Later have children do this in outline form: I. Main Idea A. Detail B. Detail C. Detail

Objectives	Activities
Recognize supporting details.	Present a short reading selection in which a statement is made and is followed by a series of proofs. Chart with the pupils a listing of the statement and the specific proofs that support it. Start with a simple example such as the following: Main Statement: The United States is a world leader. Proofs: Our Nation is one of the permanent members of the Security Council of the United Nations. Our country helps many smaller nations to develop their natural resources. The United States trades with many large and small countries. Our Nation is the wealthiest of all countries. Continue this kind of activity to teach the use of details in giving additional information by presenting short paragraphs which describe characters, places, and events. Have children write the statement about the person, place, or event and list the details which support it.
Read for sequential order.	Present a short passage which describes an event that took place. Discuss with the children the specific steps in the event in the order in which they took place. Continue by presenting longer passages which describe action in sequence as well as passages that deal with sequential procedures. Guide the pupils as they watch for signal words such as *first, second, then,* and *finally.* After reading and discussing stories or library books, have children draw picture strips showing sequence of events. Biographies, humorous stories, and mysteries lend themselves to this type of sequential illustration. If children draw these on acetate sheets, or on acetate rolls, the pictures may be projected on the overhead projector.
Read for cause and effect relationships.	Present materials which give children the opportunity to see how one event may lead to, or cause another event. Start with simple two-step situations such as the following: Last night I forgot to take home my speller. Today I did not know my spelling. Continue to a more difficult level of causes and effects in such reading passages as the following: Forest fires cause damage to our natural resources. Careless citizens sometimes forget how easily fires can start. Hot, leftover ashes from outdoor picnics may cost this country large losses in dollars and natural resources. Present stories that give pupils the opportunity to observe how the actions of one character may change the life of another character. Guide pupils as they trace the development of this interaction through an entire story.
Understand the effect of punctuation on meaning.	Choose a sentence from the reading lesson in which punctuation plays a major role in meaning. Write the sentence on the chalkboard. Have it read and discuss the meaning. Change the punctuation and discuss the change in the meaning of the sentence. Such sentences as the following may be used: John, the boy with the red hair, is here. John, the boy with the red hair is here. The door closed by itself. The door closed by itself?

Objectives	**Activities**
Understand transitional words.	Write on the chalkboard transitional words and phrases from the reading lesson such as: *since, while,* and *at the same time.* Have the children find and read sentences in their story which contain these words. Discuss the meaning of each. Point out how these words help us better understand what is happening in a story.

By the end of level 6, the children should have developed skill in comprehending reading material through:

1. Identifying the main idea
2. Reading for detail
3. Reading for sequential order
4. Reading for cause and effect relationship
5. Understanding effect of punctuation on meaning

COMPREHENSION SKILLS

Levels 7-9

Comprehension skills taught at the elementary level are extended and applied at the junior high level. The teacher at the 7-9 level should be familiar with the material at the K-6 level and review these previously taught skills where necessary. She should also be familiar with the material at the 10-12 level and adapt these for students ready for a greater challenge.

Objectives	**Activities**
Choose titles.	Present a picture to the class. Ask pupils to select the most appropriate title from several suggested on the chalkboard. Include in the choices irrelevant ideas, specific details, and the main idea. Have pupils give reasons for their choice.
Unravel complicated sentences.	Draw students' attention to a long complicated sentence in the reading. Elicit the *who* and *what* of the sentence from the class. Discuss with them how other parts of the sentence revolve around these. Lead them to understand that once the core of the sentence, the subject and verb, has been identified, the pupils can more easily understand the whole sentence.
Find the topic sentence in a paragraph.	Present a simple paragraph such as the following: Mme. Loisel was a pretty but silly woman. She was unhappy because she could not afford fine clothes. She was wretched because she did not own the jewels she thought would enhance her beauty. Have the students draw a line under the sentence which gives the main idea. Repeat this exercise using paragraphs where the topic sentence comes in the middle and at the end. Elicit the fact that the topic sentence gives the main idea of the paragraph and can come anywhere in the paragraph.
Identify inferred main ideas of paragraphs.	Draw students' attention to a paragraph in the reading that does not have a topic sentence. Have the paragraph read and have the students tell what it is about. Elicit that this is the main idea, but the writer felt it better to leave it to the reader to surmise this than to put it in as a topic sentence.
Isolate details in sentences.	Present a long, complicated sentence to the students. Have them complete the following chart: **Main Idea** Who________________ What________________ **Details** Where________________ When________________ Why________________ How________________ Discuss the completed charts.
Recognize supporting details.	Write on the chalkboard a main idea sentence from a paragraph in the reading, such as: Harrisburg was a typical midwestern town. Have the students locate the details in the rest of the paragraph that prove this to be true. List these on the chalkboard as they are mentioned.

Objectives	**Activities**
	Ask students to choose a character in a particular story that they like or dislike. Have them refer back to the story and list details to substantiate their choice. Discuss these upon completion.
Recognize sequential order.	Direct the pupils to read passages that are fictional, particularly narratives of plot and passages that are historical. Ask the pupils to list the events in the order of occurrence; check for omissions of important events, changes in order, and misunderstandings. Discussion and rereading should follow if necessary. Present a reading selection. List the major events included in the selection in scrambled order on the chalkboard and direct the students to number these in the order of actual occurrence. Draw students' attention to the use of numbers or letters within the context to indicate sequence and the use of key words such as *first, then,* and *finally.*
Recognize relationship between cause and effect.	Assign the reading of a story in which the main character's attitude, personality, or opinion is changed. Have the students list the events, people, times, and places that caused this change. Discuss with the pupils the reason each of these had an effect.
Use punctuation as an aid to comprehension.	Draw students' attention to a highly punctuated sentence in their reading such as: Ichabod, who had no relish for this strange midnight companion, and bethought himself of the adventure of Brom Bones with the Galloping Hessian, now quickened his steed, in hopes of leaving him behind. (Material adapted from *The Legend of Sleepy Hollow*) Discuss the meaning of this sentence with and without punctuation marks.
Understand and use transitional and qualifying words.	Write several sentences on the chalkboard or on sentence strips. Use sentences containing such transitional and qualifying words as *many, few, all, almost, every, however, moreover,* and *nevertheless.* Example: *Almost* everyone was at the game. Have the class locate other sentences in their reading materials containing such words. Remove qualifying and transitional words, and replace them with other words. Then have the class discuss the changed meanings of the sentence.

By the end of level 9, pupils should have developed considerable skill in comprehending reading material through:

1. Unraveling complicated sentences
2. Locating topic sentences
3. Identifying inferred main ideas
4. Isolating details
5. Recognizing sequential order
6. Recognizing relationship between cause and effect
7. Using punctuation as an aid to comprehension

COMPREHENSION SKILLS

Levels 10-12

Most high school students have learned the basic skills of comprehension. At the 10-12 level, these skills should increase in depth and breadth as rapidly as the learner's capacity and maturation permit.

The teacher at the 10-12 level should be familiar with the objectives and activities on preceding levels. When necessary these may be adapted to 10-12 material to reteach or reinforce a particular skill.

Objectives	Activities
Recognize the importance of titles.	Direct the students to find examples of headings, subheadings, and marginal notes in their textbook. Discuss the purposes of these clues. Draw students' attention to newspaper headlines. Compare headlines in various papers. Discuss purpose of these headlines. Have the students read a news story and prepare an appropriate headline.
Identify main ideas.	Present a paragraph and ask the students to state the main idea. Have them locate the topic sentence in the paragraph. If the paragraph does not have a topic sentence, ask the student to explain how they were able to determine the main idea.
Grasp literal meaning.	Present various kinds of reading passages which answer directly such questions as these: Who did it? When did it happen? Where did it happen? What happened next? Build several questions of this type to bring out meaning in a variety of selections taken from different kinds of materials. Ask the key questions before and after the assigned reading.
Find the core of sentences.	Have students consider a complicated sentence found in their reading. Ask them to locate the verb and its subject. Write these two words on the chalkboard. Lead students to understand what the sentence says and that all other words simply expand on this "core."
Understand the role of details in supporting a main idea.	Present a paragraph which includes in its main idea an abstract term such as *democracy*. Direct the students to identify the concrete details in the paragraph which give meaning to this idea. Lead them to understand that it is through the use of details that the abstract is made concrete.
Recognize relevant and irrelevant details.	Present several topics to the students with lists of details both relevant and irrelevant to these topics. Ask students to select relevant items for each topic and eliminate the others. This will give students practice in determining details which are important to understanding.
Establish sequence of action.	Have the student trace the action in sequence of one or more characters in a novel. Then, using this material, have them prepare a time line of the action in the novel in relation to these characters.
Establish chronological order when unusual sequence is used by writer.	Have the students read a selection such as *The Knothole* by Dorothy Canfield Fisher in which the author makes use of flashbacks. Direct the students to record the events of the story in the order in which they happened. Instruct students to read an article from a magazine such as *American Heritage* in which historical events are listed without reference to time order. Have students put these events in the sequence in which they occurred.

Objectives	**Activities**
Recognize cause and effect relationship.	After the reading of a novel, have the students write a brief statement of the outcome. Direct them to list under this all those events that caused this final state. Discuss these with the students asking them to explain how each event affected the outcome.
Understand use of punctuation in poetry.	Present a poem of several sentences studied as part of students' literature. Have the students examine the punctuation and discuss the function of each mark used.
Recognize the effect of qualifying words.	List on the board common qualifying words such as *no, more, less, almost, always,* and *only*. Give students several sets of sentences in which the only difference is the qualifying word that is used. For example: He is *usually* late. He is *always* late. Ask students to explain the differences in sentence meaning in each set. Have the students read sets of sentences in which the position of a qualifying word is changed, for example: *Only* Ann has a quarter. Ann has *only* a quarter. Discuss the changes in the meaning of each of these sentences because of the position of the qualifying words.

By the end of level 12, students should have developed considerable facility in the following comprehension skills:

1. Identifying main ideas
2. Grasping literal meanings
3. Understanding role of details in supporting main ideas.
4. Establishing sequence
5. Recognizing cause and effect
6. Understanding use of punctuation

CRITICAL AND INTERPRETIVE READING

Levels K-3

Critical and interpretive reading skills are introduced at the K-3 level. As these skills help children appreciate and evaluate the material they read, activities aimed at developing them should be based on the children's current reading material, and each selection read should involve some phase of critical and interpretive reading.

The K-3 teacher should be familiar with objectives and activities on ensuing levels and adapt them to meet the needs of individual children when and where appropriate.

Objectives	**Activities**
Recognize fiction.	In discussing stories read, ask the children questions: Do you think this could really have happened? Why or why not? How do we know that this is a make-believe story? Help them to recognize such things as talking animals and magic carpets as signs of pure fiction. Lead them to understand, also, that some stories could be true but are about fictional characters and/or fictional places.
Recognize fact.	Write on the chalkboard sentences from the reading which are statements of fact: There are many buses in the city. Cows give us milk. The early settlers traveled in covered wagons. Ask the children to explain how we know that these statements are true. Lead them to understand that a fact can be proven.
Recognize opinion.	Direct the children's attention to a statement in the reading, for example: "Buster" was the best dog in the country. Ask the children if this statement could be proven. Lead them to recognize that though there are many incidents to substantiate the statement, it is an opinion and some people may logically disagree with it.
Determine the accuracy of a passage.	Read to the children and discuss with them a factual report on the life of a famous person such as George Washington. Then have them read a story based on his life. In the ensuing discussion, lead children to distinguish between the actual facts and an author's idea of what might have been.
Determine relevance of content to purpose.	Suggest to a group of children that they dramatize their story for the rest of the class. Help them to list the events which will be needed in order for the other children to follow the story. Encourage them to discard the events and details not necessary to the understanding of the story in dramatic form. Frequently question their decisions with "why" questions.
Make inferences.	As motivation for a new story, write its title on the chalkboard. Choose a story that has a word or phrase in its title that will lead children to make inferences: "Ann Moves to the City" "The Old, Old House" Ask the children to draw a picture of what they think the story is going to be about. Discuss these with the children asking them why they included certain items in their pictures. Help them to recognize how certain words bring to mind many details. After reading the story have children decide whether or not the inferences they made were correct.

Objectives	Activities
Use facts to form conclusions.	After the reading of a selection, list with the children information that the author has given from which we may draw conclusions. For example, elicit from the children sentences used to describe the weather: A cold wind was blowing. It had started to snow. Help children to recognize how these sentences lead us to conclude that it was winter.
Predict events.	During guided reading, ask the children at various points to tell what they think is going to happen next. Encourage them to make conjectures based on what they have already read of the story.
Relate what is read to past experiences.	Set the stage for the reading of a new story by encouraging the children to comment on its title and any accompanying pictures. Have them tell of experiences they have had that are similar to those depicted. Assist them in recalling these experiences by asking questions: Does anyone have a dog? Do you remember when he was just a puppy? Has anyone ever had a ride on a train? Tell us about it.
Relate what is read to self.	Through discussion, help children to identify with the characters in a story. Ask them to tell how they think certain people felt and why. Have them tell what they would have done in a similar situation. Encourage them to explain why they would want to have some people they've read about as friends but not others.

By the end of level 3, most children should have developed facility in the following critical and interpretive reading skills:

1. Recognizing fact, fiction, and opinion
2. Determining relevance of content to purpose
3. Drawing inferences and conclusions
4. Predicting outcomes
5. Relating what is read to past experiences and to self

CRITICAL AND INTERPRETIVE READING

Levels 4-6

At the 4-6 level, the teacher reinforces the skills introduced at the K-3 level and extends the student's ability to interpret and evaluate reading materials. These skills should be taught in conjunction with the student's current reading, and each selection read should involve some critical and interpretive reading skills.

The intermediate teacher should be familiar with objectives and activities on preceding and ensuing levels and adapt them where needed to meet the individual progress of his students.

Objectives	Activities
Differentiate fact from opinion.	Present brief paragraphs, such as the following, for discussion. Many different types of cactuses grow in the desert regions of the Southwest. Once a year, after the spring rains, these cactuses bloom. There is nothing more beautiful. Have the children decide which sentences are facts that can be proven. Have them underline the sentence which may not be proven and with which there may be some disagreement. Lead children to recognize this statement as an unprovable idea.
Judge the reliability of an author's statement.	Present statements on a particular subject made by various people, such as a statement on tooth decay made by: Mrs. Jones, a mother of four children Miss Smith, a classroom teacher Dr. Clark, a dentist Have the children select the statement which is most valid and have them explain why they chose that one. Have the children analyze some paid endorsements found in advertising. Lead them to realize that the reliability of the statement depends upon the author's qualification.
Draw conclusions.	As a followup to a story in the reader, have the children describe the main character. Then write on the chalkboard a conclusion the children made about him, such as the following: Mr. Smith was a kind man. Ask them what made them decide that Mr. Smith was kind. List their answers under the original statement. Lead them to understand that often a writer will give us the facts that lead us to draw the conclusion he wants us to make.
Make inferences.	Distribute selected opening paragraphs from various stories that are unfamiliar to the children. After the children read each one, have them describe the setting of the story it is introducing. Encourage them to draw mental images by asking for details: What kind of homes might we find there? What is the weather like? What do you suppose people here will be doing for a living? Have them refer to the paragraph for clues.
Anticipate events.	Choose a book or story to read to the children over a period of days. Each day, before proceeding, review with the children what has already happened in the story and have them make some guesses as to what might be going to happen next. Encourage them to give reasons for their predictions. At the end of the reading, allow time for the children to discuss what actually did happen in the story and compare it to what they had expected.

Objectives	Activities
Relate what is read to past experiences.	At the end of a story encourage children to tell about experiences that they have had which are similar to those related in the story. Discussion may be stimulated by asking questions, for example: Did you ever know anyone like Miss Osgood? Have you ever gotten as angry as Mary did? Did you ever do anything so silly?
Relate what is read to self. (Identify with characters.)	Have the children bring their library books to the reading group. Ask each child to find a section, or page, in their book which is very exciting, very sad, or suspenseful. Have these read to the group and ask the children to explain how the person in the story felt, or how they would have felt were they that person.

By the end of level 6, most children should have attained facility in the following critical and interpretive reading skills:

1. Differentiating fact from opinion
2. Judging reliability of an author's statement
3. Judging the relevancy and adequacy of content
4. Recognizing overstatements and unfounded claims
5. Drawing conclusions and inferences
6. Anticipating events
7. Relating what is read to past experiences and self

CRITICAL AND INTERPRETIVE READING

Levels 7-9

At the 7-9 level, critical and interpretive reading skills are extended and strengthened. As these skills help students to read with perception and appreciation, the formal teaching of the skills in isolation is not sufficient. The skills need to be taught in conjunction with reading material and each reading lesson should provide an opportunity for the students to pursue some critical and interpretive skills.

The teacher should be familiar with skills and activities on preceding and ensuing levels so she may adapt them where appropriate to meet the individual needs of her pupils.

Objectives	**Activities**
Evaluate the author's qualifications.	Present such questions as the following for consideration: Who would be more likely to give accurate information about writing plays? Why? Lillian Hellman (playwright). Lynn Fontanne (actress). From whom would you prefer an opinion on the dangers of atomic warfare? Why? An atomic energy official. A historian for an encyclopedia. Then have the students compare a book review written by the literary critic of a paper like *The New York Times* and an advertisement for the book. Lead pupils to understand that not everything they see in print can be accepted as truth. Help them to recognize the need to consider such questions as the following: Is the author qualified by first-hand experience to write about the subject? Has the author been recognized as a specialist by training and reputation?
Recognize author's purpose.	Present several kinds of material to the class, such as a short story from a popular magazine, an editorial from a newspaper, a guidebook from a model airplane set. Have pupils discuss these materials and decide upon the author's purpose in each case. Adequate reasons must support each decision. Pupils may also be instructed to read the preface of various types of books to ascertain specific purposes of authors.
Judge the reliability of information.	Distribute, throughout the class, newspapers and magazine articles, encyclopedias, reference books, and fiction selections which deal with a topic under discussion. After the students have read the selections assigned, have them discuss and compare the information gleaned. Lead them to refer to publication dates, reputation of source, reputation of author, and type of article in deciding which information is most accurate.
Differentiate between fact and opinion.	Assign to the students the reading of a short fictionalized biography. Then have them complete a chart similar to the following. Pupils should check reference books for proof of facts.

Facts	Opinion	Proof

Objectives	**Activities**
Detect propaganda.	Distribute copies of a news item from two different newspapers. One should be a concise factual report and the other a highly charged, emotional report of the same event. After the students have read the two reports, ask them to explain the differences they found and the reasons for these differences. Lead them to understand that some articles use emotional words and ideas in order to influence judgment or opinion, and that this technique may be classified as propaganda. Have the class skim through newspapers for other examples of propaganda—both positive and negative. Discuss reasons why this technique is used. The class may establish criteria for detecting propaganda. A chart such as the following may be prepared for the bulletin board.

PROPAGANDA

Consider:
1. Who writes the material?
2. Where is the material read?
3. What language is used to express ideas?
4. What ideas are expressed?
5. Who reads the material?

Identify unsupported generalizations.	Involve the class in a discussion of generalizations: Every man has his price. Women are poor drivers. Air travel is dangerous. Parisian restaurants serve the most delectable dishes in the world. Lead the class to see that such generalizations cannot be supported by fact. Question students as to why, when, and by whom these statements might have been made. Lead them to recognize the dangers involved in accepting unsupported generalizations.
Recognize exaggerations.	Discuss with the class exaggerations and overstatements used in their speech. Then have the students skim through a story read for exaggerations. Have them list other places overstatements might be found. Help the students to recognize words such as *never*, *forever*, *all*, and *everyone*, as signals of an exaggeration.
Anticipate remaining portions of material.	Have the class read the opening paragraphs of a new story. Choose a stopping point which is far enough along for the students to get the gist of the story. Then ask questions: What do you think this story is going to be about? What do you think is going to happen? Have the students refer back to the introductory paragraph for clues. Students should be able to determine who the story is going to be about, where and when it takes place, and the type of conflict involved.
Reach conclusions.	Direct the students to skim through a story read and list descriptions or actions of the main character which may be clues to his personality. Have them write a statement about this person based on the list prepared. Review these with the students and, where discrepancies appear, guide the students in deciding which are sound conclusions.

Objectives	Activities
Make inferences.	Distribute dittoed sheets containing the first sentence of various stories. Have the students list phrases which come to mind on reading these sentences. Example: The carnival opened on the first day of spring. a. Warm sunshine and cool breezes b. Color, music, and excitement c. Rides and booths d. Hot dogs and ice cream Have the students share their reactions. Lead them to understand that often an author makes a statement and leaves it to the reader to fill in the details. They should also realize that this technique is the opposite of drawing conclusions where the author gives the details and leaves it to the reader to form the statement.
Interpret author's point of view.	Present two editorials from different newspapers dealing with the same subject. Have the students compare the opinions expressed. Discuss with them the ownership and political affiliation of the newspapers and its evidence in the editorial. Have the students analyze editorial cartoons to determine the artist's point of view.
Recognize errors in reasoning.	Present for discussion nonsensical reasoning: Boys like baseball. Barbara likes baseball. Therefore Barbara is a boy. Have students explain how the conclusion was reached and why it is probably wrong. Ask them for other examples of false reasoning which may not be quite as obvious. Example: Books are invaluable tools of learning. Bob Brooks is undoubtedly the smartest boy in our school as he's read more books than anyone else. Draw students' attention to examples of false reasoning and analogies that appear in their reading. Discuss reasons for their use.
Apply implications to real life.	In the discussion at the end of a story ask students questions: What would you have done had you been in ______ place? Why? Have you ever known anyone like ______ ? How did you feel about him? Lead students to the realization that sometimes recognizing the motivation and environmental situations that influence characters in fiction can help us better understand ourselves and the people we know.
Evaluate content in terms of purpose.	Guide students in setting up a specific purpose for reading, such as to prepare an oral report on an author. Lead pupils to scan titles of books and magazines along with tables of contents to determine whether materials might fit their needs. After students have read various selections on their topic, help them to determine which ones will best suit their purpose. Ask questions such as these: Does the selection contain information pertinent to your topic? Was there enough information in the selection or do you need to examine other sources?

By the end of level 9, most students should have attained facility in the following critical and interpretive reading skills:

1. **Evaluating content in terms of purposes**
2. **Recognizing the author's purpose**
3. **Evaluating author's qualifications**
4. **Judging reliability of information**
5. **Differentiating between fact and opinion**
6. **Detecting propaganda**
7. **Identifying unsupported generalizations and recognizing exaggerations**
8. **Anticipating forthcoming events**
9. **Reaching conclusions and making inferences**
10. **Applying implications to real life**

CRITICAL AND INTERPRETIVE READING

Levels 10-12

At the 10-12 level, critical and interpretive reading skills are further augmented and refined. The teacher should incorporate these skills into every reading lesson and encourage students to apply them to their reading.

The teachers should be familiar with the skills and activities on preceding levels and adapt these where necessary to meet the needs of his students.

Objectives	Activities
Evaluate information in terms of source.	Distribute a list of facts on education in Russia (or another subject of current interest) gleaned from a wide variety of sources. Include facts from outdated and current encyclopedias, textbooks, reference books, magazines, and newspapers. After a brief discussion of these facts, have the students skim through materials to locate the source of each. Help them to determine the validity of these facts by checking copyright dates, types of articles, and reputation of sources.
Assess the author's background.	Have the class read an essay on a current, controversial subject. Discuss the material and opinions expressed. Then distribute a brief biographical sketch of the author. Help the students determine how much weight should be placed on the opinions expressed in light of the author's background. Have them list other types of people whose opinion on the subject they would like to know before drawing a firm conclusion. As an introduction to an author, students may be directed to use indexes, guide books, literary histories, and sources such as *Reader's Guide to Periodical Literature*, and *Book Review Digest*, W. H. Wilson. Have them read reviews for analysis and comparison.
Incorporate past experiences into reading.	Direct the students to read a newspaper article of a current court trial. After discussing the facts of the article, review the highlights of other court situations from their past reading such as those in *The Man Without a Country*, *God Sees the Truth But Waits*, *A Tale of Two Cities*, or the *Dred Scott Decision*. Guide students as they compare these trials leading them to recognize similarities and differences in use of evidence, lawyer techniques, and possibilities of arriving at a just decision.
Project thinking beyond author's ideas.	Assign the reading of a selection in which a technique such as passive resistance is used successfully. Discuss with the students the reasons why the technique worked in this particular situation. Then discuss such questions as the following: What are the conditions which make passive resistance practical? Impractical? Would Gandhi have been successful in Nazi Germany? Why or why not?
Understand the author's purpose.	Have the students read the preface in one of their texts and list the reasons the author has given for writing the book. Discuss these with the class. After the reading of a selection, ask the students to write a statement defining the author's purpose. Have various statements read and lead students to substantiate their statements through a discussion of the writing techniques used, form utilized, and the organizational plan involved. Guide them in considering the cause-effect relationships, editorial or persuasive techniques, exaggerations, and oversimplifications. Lead them to recognize order, sequence, relative importance, and interrelatedness of ideas conveyed as further clues. At the end of the discussion, help the class to formalize a single statement of the author's purpose.

Objectives	Activities
Analyze persuasive material.	Present for discussion an article from the mass media expressing a strong opinion for or against a current controversy. After the students have read the article and are aware of the position of the author, guide them in analyzing the article by asking questions: How has the author tried to influence the reader's opinion? Has he used an emotional appeal? What kind of evidence did he use? How sound is this evidence? What sort of reasoning did he use? Inductive? Deductive? How logical is this reasoning? Use various newspapers to analyze persuasive technique used in letters to the editor and editorials; use magazines to determine how modern myths, dreams, and fantasies in advertisements, articles, and stories induce and persuade.
Recognize exaggerations.	Direct students' attention to exaggerations in their reading: The whole world applauded his success. The road twisted on and on forever. Henry was always in trouble. Through discussion, lead students to the understanding that exaggerations are often used to add more interest or force to a statement. Help them to realize that in fiction overstatements add color, but in advertising or factual reporting they can be misleading.
Understand use of inferred details.	Present excerpts from essays, short stories, and novels to demonstrate the use of inferred details. Example: John Smith walked briskly down Madison Avenue..........entered his office.......... where his three secretaries greeted him. Discuss with the students the details the reader might infer and the reasons the author left these inferences to the reader.

By the end of level 12, the students should have gained facility in the following skills:

1. Evaluating information in terms of source
2. Assessing the author's background
3. Understanding the author's purpose
4. Analyzing persuasive material
5. Recognizing exaggerations
6. Understanding use of inferred details
7. Incorporating past experiences into reading
8. Projecting thinking beyond the author's ideas

WORK STUDY SKILLS

Levels K-3

Work study skills introduced at the K-3 level form the basis for the child's study habits throughout his life. It is here that he learns the fundamentals of using books and other materials to acquire knowledge. It is important, therefore, that the teacher of the primary grades carefully and conscientiously introduce these skills and then provide many opportunities for the children to practice them.

The K-3 teacher should be familiar with the skills and activities on ensuing levels and adapt them where necessary to meet the needs of individual children.

Objectives	Activities
Recognize that books are of different sizes, shapes, and types.	Show children several books of different sizes and types. Read aloud several of the stories. Have children dictate their own stories, and make covers including titles and authors.
Handle books properly.	Show children how to turn pages from right to left; make them aware that the print runs left to right. Illustrate this procedure with familiar books. Have the children follow with their own books. Insist that books be stored properly.
Recognize the parts of a book.	Have children examine copies of their readers. Ask them what they noticed about their book. Elicit that it has many different stories, that the titles of these stories are listed in the front of the book, that there is a word list in the back of the book, etc. Each time a new book is introduced have the children observe its parts. Lead them to the generalization that books have title pages, table of contents, and chapter headings.
Use the table of contents.	Each time a new story is to be read, have the children locate the title in the table of contents; then, using the page numbers listed, have them find the story in the book.
Recognize purpose for reading.	Prior to the reading of a selection, set up with the children purposes for reading it. Introduce the topic and encourage the children to discuss it. Just before children begin reading, state the purpose for them by suggesting that they read to find out ____________________ (why mother is angry, how the policeman helps us, etc.)
Make a simple written summary.	After discussing and reviewing a story previously read, ask the children to write a sentence or two telling what the story was about. These brief summaries may be illustrated and used for a bulletin board display.
Follow oral directions.	Give oral directions such as the following: "Please clear your desks." "Put the red book in the middle of your desk. Then sit up straight so that I'll know you are ready." Present worksheets related to the reading lesson. Give the children oral directions: Draw a circle around the airplane. Draw a box around the ball. Draw a line from the word "father" to a picture of father. Guide the children in following these directions. Demonstrate them if necessary.

Objectives	Activities
Follow written directions.	Demonstrate directions for the children such as these: *Draw a circle; Make a box; Underline; Check.* Use these terms on worksheets the children are to complete. As often as possible, present class directions in writing. For example, directions for independent work during the reading period may be written on the chalkboard: Read your story. Draw a picture about the story. Put a title on your picture. Read your library book.
Skim for specific information.	Have the children read a particular page quickly to determine such things as the name of the main character, what type of clothing a character is wearing, or the color of a dog which is described.
Make note of facts read.	Prepare dittoed sheets for the children which ask questions that will guide them in noting important facts. Such questions as the following may be used: Where does cotton grow? What are the autumn months? What are the crops grown on a truck farm? Have the children read over the selection and then mark down their answers as they reread the material. Go over these orally with the children. Where necessary, have the answer located in the selection.
Categorize facts.	Distribute to the class a list of facts gleaned from their reading. Have them read over these facts and then help them formulate topics that may be used to classify these items, such as *transportation, homes, food.* Then have the children list the facts under the appropriate headings.
Use dictionary format.	Explain to the children that the dictionary is used to find out what words mean and how they are spelled and pronounced. List new words from their readers on the chalkboard and ask the children to find the words in their dictionaries. Elicit the fact that words are listed in the dictionary in alphabetical order. Draw their attention to the guide words on the top of each page and show how these further help in locating words.

By the end of level 3, most children should have attained facility in the following work study skills:

1. Handling books properly
2. Recognizing the parts of a book
3. Using the table of contents
4. Recognizing purposes for reading
5. Making simple summaries
6. Following simple oral and written directions
7. Skimming for specific information
8. Making note of facts read
9. Categorizing facts
10. Using dictionary format

WORK STUDY SKILLS

Levels 4-6

At the 4-6 level, the work study skills that the students will need to pursue knowledge independently are introduced. The teacher should introduce the skills and then provide many opportunities for the students to use them. At this level, the teacher will have to offer much guidance as the students apply them, but he should encourage them to work as independently as possible.

The teacher of the intermediate grades should be familiar with the skills and activities on preceding and ensuing levels so that he may adapt them where necessary to meet the needs of individual students.

Objectives	**Activities**
Differentiate reading purposes	Discuss with the class the variety of reading materials they use, such as fiction, nonfiction, references. Have the students explain what each one is and why we might read it. Have the students skim a reading selection. Help them formulate questions that might be answered by reading it. Have the students read the selection. Then discuss it with them in terms of these questions.
Follow written directions.	Distribute cards with sets of directions on them such as hanging clothes or fixing a flat tire. Have each child pantomime his set of directions. Classmates guess what he is doing. Prepare directions on flash cards. Ask all children to follow them immediately. Distribute written directions for a group game or activity. In preparing worksheets for the children, include in the directions terms such as *circle, complete, underline, explain,* and *define.* Discuss these terms with the children and help them to complete the worksheet according to the directions given.
Use the parts of a book.	List, with the students, the parts of a book that are helpful in using it: Title page Table of contents Index Glossary Have them find each one in their books and discuss with them the purpose of each. Encourage the students to refer to these aids in using their books.
Skim for information.	Have children skim a story they have already read to recall the order in which the main events occurred. Have the class skim newspapers and/or textbooks for dates and places needed for class discussion.
Make a written summary.	Have the children read a selection noting *who, what, when, why,* and *how.* Ask them to use this information to write a brief paragraph about the selection. Have the children make book jackets for library books they have read. The cover picture would illustrate the story, and a summary of the book would be written on the flaps. These could be placed on the bulletin board.

Objectives **Activities**

Write an outline.

Draw students' attention to the outline form and explain its purpose.

Title

- I.
  - A.
  - B.
  - C.
- II.
  - A.
  - B.
  - C.
- III.
  - A.
  - B.
  - C.

Prepare a skeleton outline based on a selection the children are to read. Have the children read the selection and then complete the outline by listing information under the correct headings.

Example:

The Life of ____________________

- I. Early life
  - A.
  - B.
  - C.
- II. Education
  - A.
  - B.
  - C.
- III. Famous for
  - A.
  - B.
  - C.
- IV. Later life
  - A.
  - B.
  - C.

Discuss these with the students to be sure information is correctly listed.

Objectives	Activities
Use outlining as a study technique.	Present a random list of items which may be classified under two headings, such as fruits and vegetables. Cover the list and ask the children to write down all the items they can remember. Then show the items organized under headings: I. Fruits A. Oranges B. Apples C. Bananas II. Vegetables A. Potatoes B. Lettuce C. Celery Cover the chart and have the children list all the items they remember. Lead the students to the realization that organizing information makes it easier to recall.
Read graphic materials.	Draw students' attention to maps, graphs, cartoons, and pictorial materials in their reading. Show how these clarify the ideas and information in the selection. Encourage students to use these as reference material for class discussions and reports.
Use guide words in the dictionary.	Write on the chalkboard a new word from a selection to be read. Ask the children to raise their hands when they have located the word in the dictionary. Have a student give the guide words from the page on which the word is listed. Help the other children use these guide words to locate the correct page. Discuss the word and its definition.

By the end of level 6, most children should have attained facility in the following work study skills:

1. Differentiating reading purposes
2. Following written directions
3. Using the parts of a book
4. Skimming for information
5. Making a written summary
6. Taking notes
7. Organizing information from several different sources
8. Using simple outline form
9. Using outlining as a study technique
10. Reading graphic material
11. Using guide words in the dictionary

WORK STUDY SKILLS

Levels 7-9

The work study skills taught at the 7-9 level are aimed at helping students gain greater independence in their pursuit of knowledge. The teacher should be familiar with the skills taught at the previous levels and review or reteach them where necessary. He should build on these skills as he introduces and guides the development of the 7-9 skills. The teacher should also be familiar with the skills and activities on the 10-12 level and adapt them for those students ready for these more advanced skills.

Objectives	**Activities**
Establish purpose for reading.	Ask pupils to survey or "look over" a chapter in a textbook by reading picture captions, title, bold face print, summary, first paragraph, and last paragraph. Lead pupils to the generalization that all these furnish background information and point out what the author thinks is important. Place on the chalkboard questions that students can use as guides for reading, based on this survey technique. Instruct pupils to survey a chapter independently and write down five important questions that they might be expected to answer *after* they have read the chapter. Discuss these questions with the pupils helping them to decide which are most important.
Follow written directions.	Distribute to different pupils sets of written directions which may be carried out in the classroom such as: "Close the door. Hold your pencil in your left hand. Hold your notebook in your right hand." Have the class decide whether the directions have been followed properly. Set up with the class steps for following written directions: 1. Read directions all the way through. 2. Try to remember the sequence of steps as you read them. 3. Visualize the step-by-step process involved. 4. Note charts and diagrams used to clarify directions. 5. Reread and think through the entire process. 6. Follow the directions. Occasionally, give the students worksheets and quizzes with written directions. Include such phrases as *underline, circle, cross out, check, describe,* and *explain.*
Understand organizational patterns.	Have the students examine material for the pattern used to present information. Is it chronological? Is it in series? Is it analytical? Have pupils understand that paragraphs in many printed materials are subtopics of the general topic. Present sets of scrambled facts and have the students put them in sequence using one of the organizational patterns suggested above.
Use organizational patterns to determine relevancy of materials.	Write on the chalkboard a topic of current interest. Instruct students to check divisional headings, print signals, and summaries in various reference materials to determine which would provide information on the topic. A group may then be assigned to peruse these materials and prepare a brief report on the topic under discussion.

Objectives	Activities
Understand the function of paragraphs.	Present a reading selection containing 9 or 10 paragraphs. Have the students select and define the introductory and concluding paragraphs. Discuss the function of each and its relative importance to the whole. Have them locate the paragraphs that narrate, describe, define, state opinions, or clarify the problem. Lead them to recognize the various purposes of these paragraphs and their relationship to each other and to the whole. Discuss the function of paragraphs that narrate, describe, define, state opinions, or clarify the problem.
Skim materials for single items.	Prepare a short factual selection from a current textbook. Number the lines to the left of the selection and list a few chosen words below it. Instruct the pupils to glance across the lines to locate the words and mark down the line on which they found each one. A time limit may be set, or students may compete to see who can be the first one to find all the words.
Skim to answer questions.	Give the students a list of questions based on material to be read. Have them underline key words in the questions and then skim the material for these words. Instruct them to read carefully that part of the material which contains these words for details and/or ideas that will enable them to answer the question.
Skim to locate specific topics.	Write on the chalkboard a topic students are pursuing. Ask them to raise their hands when they have located material in their reference related to the topic. Ask those who quickly locate sections to explain how they found them. Elicit use of author's organizational devices, such as chapter headings and print signals, as clues in locating pertinent information.
Summarize ideas.	Indicate the importance of summarizing ideas as an aid in remembering what has been read and solving problems. Present one lengthy sentence. Have pupils write summaries of it. Question *who, what, when, where, why,* and *how*. Elicit one word responses. Pupils may then be instructed to go back over their summaries, striking out all unnecessary words and phrases. This may well be a class activity. Have pupils make a summary statement using only the major ideas set forth in the main topics of an outline.
Use note-taking techniques.	After students have chosen topics for a report, discuss the procedure for taking notes. Elicit the fact that in order to remember material from several sources, facts and ideas gleaned should be written down. Suggest that these be written on 3 inch x 5 inch cards because these can later be shifted to fit a desired outline. Set up with the class helpful techniques for taking notes: 1. Put one topic on a card. 2. Indicate the author, reference, and page number. 3. Write notes briefly in your own words. 4. Credit quotations.
Organize material through outlining.	Prepare a four-sentence paragraph. Write each sentence on a separate strip of paper. (Note: Strips cut from oaktag are useful for this activity.) Elicit main idea; indicate the sentence representing this idea as a Roman numeral in the outline. Elicit details that support the main idea. Letter additional sentences *A., B., C.* Shift the three sentences into proper position in the outline form.

Objectives	Activities
	Distribute duplicated outline forms. Guide the students in filling in these outlines using notes previously gathered. Be sure that students select main ideas and supporting details for each section of the outline.
Read graphic materials.	Explain the reasons for the use of graphic material and the necessity for interpreting them as a study skill. Have students refer to maps, graphs, diagrams, and cartoons in preparing reports. Encourage them to use graphics in oral and written reports.
Use the dictionary effectively.	Have the students examine their dictionaries and make note of the types of information to be found therein and the guides and keys provided for locating this information. List these on the chalkboard and discuss them with the class. Encourage the students to refer to their dictionaries frequently.

By the end of level 9, most students should have attained facility in the following work study skills:

1. Establishing purposes for reading
2. Following written directions
3. Understanding and using organizational patterns
4. Skimming material for specific information and to answer questions
5. Summarizing ideas
6. Using note-taking techniques
7. Organizing material through outlining
8. Reading graphic material
9. Using the dictionary effectively

WORK STUDY SKILLS

Levels 10-12

At the 10-12 level, less emphasis is placed on the introduction of new work study skills and more emphasis on assisting students to personalize skills developed at previous levels. Before proceeding, therefore, it is necessary that the teacher familiarize himself with these precursory skills and review and reteach them where necessary. Students should be able to apply these skills with minimum teacher guidance.

Objectives	**Activities**
Read for established purposes.	Present a series of short selections that represent a variety of types of reading material. Develop with the students a listing of general purposes for reading each type. For example: to gain a general impression; find a specific detail; determine a point of view; learn factual information; for entertainment; for revelation of character, setting, mood, intent, tone, or language. Provide opportunities for the students to establish specific purposes for reading a variety of materials. Have them evaluate these materials in terms of the stated purpose or purposes.
Adapt reading to suit purpose.	Discuss with the students the various purposes for reading, such as for recreation, to answer specific questions, to summarize, or to take notes. Have them explain how the reading for each of these purposes differs. Elicit the fact that the purpose for reading a selection determines whether we read it quickly, skim over it, or read it carefully and thoroughly.
Use a plan of study.	Discuss and illustrate various study techniques and show how they can be adapted to fit personal needs. Demonstrate various notebook formats and lead students to adopt one.
Apply scanning approach to previewing and surveying.	Using a stopwatch or other timing device, time students as they note headings and summary statements of a reading assignment. Ask them to tell what they think the selection is going to be about as gleaned from this scanning.
Recognize significant material.	Have students read a selection and prepare questions that they would ask if they were the teacher. Discuss these with the class having students reject those questions which center on insignificant details or unimportant ideas.
Understand relationships among main ideas.	Instruct the pupils to select topic sentences from a selection and list them in order of their importance or chronology. Discuss these with the class. Elicit the fact that these ideas depend upon each other in supporting or explaining the main topic.
Take meaningful notes.	Discuss with the students the purposes for taking notes, such as research papers, oral reports, examinations, and summarizing and abstracting information. Draw up with the class suggestions for taking notes. 1. Know the purpose for the notes. 2. Scan headings for organizational clues. 3. Look for a summary. 4. Skim the material, noting important segments. 5. Read. 6. Enter main ideas on index cards, each idea on a separate card.

Objectives	Activities
	7. List related facts under each main head. 8. Leave space for corrections or additions. 9. Underline or star critical or controversial points. 10. Summarize notes as each meaningful unit is completed. 11. Label cards as to source, author, and page numbers.
Organize notes into an outline.	Have students put notes previously gathered into groupings, such as statement of the problem, corroborative information, conflicting arguments, and conclusion. Guide them in using these groupings as topic headings for an outline. Have them use the main ideas from their notes for subtopics. The outline would then be completed by listing details under appropriate headings.
Write a précis.	Instruct the students to note important facts and ideas as they read an assigned selection, ask them to write a brief, concise summary of the selection from these notes. Discuss these with the students, guiding them in deciding what makes a good précis.
Interpret directions.	Discuss with the students directional words such as the following: *compare, contrast, discuss, summarize,* and *relate.* Elicit from the students definitions for each of these words and have them explain the differences between them. Use these terms in assignments and examinations.
Take examinations.	Review with the students various approaches and attitudes which influence test taking. Guide the class in drawing up a list of suggestions for taking examinations. Example: 1. Start by reading all directions. 2. Watch for qualifying words such as *never* and *always.* 3. Follow directions accurately. 4. Outline answers to essay questions before starting to write. 5. Reread questions and answers before submitting examinations. Provide various types of tests and examinations throughout the year to provide students with an opportunity to apply these suggestions. Discuss these tests with the students helping them to discover ways in which they can better their test-taking skills.
Use graphic materials.	Have students refer to maps, graphs, and cartoons for information and points of view as they gather information. Encourage them to make original transparencies for the overhead projectors using graphic techniques to illustrate or substantiate a report.
Use reference materials effectively.	Discuss with the students the various guides that assist in finding material in references. Encourage them to use tables of contents, indexes, chapter headings, etc., as they look for information on a topic.

By the end of level 12, most students should have attained facility in the following work study skills:

1. Reading for established purposes
2. Adapting reading to suit purposes
3. Using a plan of study
4. Apply scanning approach to previewing and surveying
5. Recognizing significant material
6. Understanding relationship between main ideas
7. Taking meaningful notes
8. Organizing notes into an outline
9. Writing a précis
10. Interpreting directions
11. Taking examinations
12. Using graphic materials
13. Using reference materials effectively

LOCATIONAL SKILLS

Levels K-3

At the K-3 level, the basic locational skills are introduced. The teacher offers much guidance and direction as the children learn these fundamentals and provides opportunities for them to use them in many purposeful activities.

Objectives	**Activities**
Recognize and use alphabetical sequence.	Present to each child oak tag cards bearing pictures of objects and the initial letter of the object. Elicit from each child the letter that comes just before, and right after, the one he holds. Then have children stand in order to complete the alphabet. Small groups of children may work with scrambled sets of cards and arrange them in alphabetical order. Play records of musical rhymes based on the alphabet. Encourage the children to learn these rhymes.
Recognize the title and author of a book.	Point out and discuss the titles of various books. Show the children where they may find the author's name. Discuss the importance of the title and author. Prompt children to refer to a book by its exact title and to know the name of the author.
Skim book to determine contents.	Show the children the cover of a book and the illustrations in it. Ask them what they think the book is going to be about. Lead the children to the realization that these pictures help them determine the contents of the book.
Locate numbered pages.	Ask the children to find the page numbers of the first story in their reader using the table of contents. Ask them to find the page on which other stories begin. At the end of the story ask the children to note the page it ended on. Elicit the page on which the next story begins.
Recognize and make use of simple classifications of books.	Categorize the classroom library into sections such as animals, community helpers, games, airplanes. Label each section. Encourage the children to refer to the labels as they search for books that interest them.
Locate words in the dictionary.	Introduce a picture dictionary to the children. Provide an opportunity for them to look through it and comment on material of interest to them. Direct them to find words that name such things as objects in the house, animals, or plants. Present a list of words from the reading such as *bridge, kitchen,* and *mountain.* Have the children open their dictionaries to the first letter of the first word, in this case the *b's.* Draw their attention to the second letter, *r.* Help them to locate the first two letters, *br,* and then the first three letters, *bri,* etc., until they find the word listed. Have the definition read. Repeat the exercise with the other words presented.

LOCATIONAL SKILLS

Levels 4-6

At the 4-6 level, the pupil begins to use a wide variety of references. He becomes familiar with the organization of these and learns how to locate information in them.

The teacher should review and/or reteach the locational skills introduced on the K-3 level before proceeding with the more expanded 4-6 skills.

Objectives	Activities
Develop facility in the use of alphabetical order in locating information.	Present a list of words such as *twist, twine, twin, twinge.* Discuss these with the students eliciting the alphabetical order. Have them look in their dictionaries for each word to check the correct order. List with the students references which present information alphabetically, such as an index, the dictionary, card catalogs, and the encyclopedia. Have the children use these references frequently to attain facility in quickly locating words listed in alphabetical order.
Differentiate between the table of contents and the index.	Have the children examine the table of contents and the index of a textbook. Elicit similarities and differences. Help the children to decide when they would use the table of contents and when they would use the index. Guide students in the use of the table of contents and the index in locating information.
Locate topics in an index.	List, with the children, areas they may wish to pursue in relation to a topic being studied. For example, in the study of Egypt they may be interested in its art, its agricultural products, or its industry. Ask the students how they would find these in a reference book. Elicit the fact that, if it is a general reference, the topics would be listed in the index under Egypt, but, if it is a reference on Egypt, it would be listed under the more specific heading.
Use a glossary.	Have the children locate the glossary in a textbook. Elicit the fact that the glossary lists and defines words that are needed to understand that book. List on the chalkboard words from the glossary that children will need to know to understand an assigned selection. Direct them to find these words in the glossary before reading the selection, and refer to them as needed as they read the selection.
Understand the function of the various parts of a book.	Have the students examine a textbook. List, with them, the various parts, such as the title page, preface, glossary, and bibliography. Elicit a working definition of each. Refer the students to these parts of a book when appropriate.
Locate information by skimming.	Have children look through a chapter of one of their texts to find a section on a specific topic. For example, they may look through a chapter on New York to find a section on Peter Stuyvesant. Guide them in using bold type headings, paragraph indentations, and key words to locate information by skimming.
Understand the purpose and function of a bibliography.	Draw students' attention to the bibliography in one of their texts. Allow time for the students to scan it, and then ask them to explain what they think it is. Elicit the fact that this is a list of references the author of the book felt would be helpful to anyone who wanted more information on the subject. Guide students in using the bibliography as they do research.

Objectives	Activities
Become familiar with various reference books	Introduce several types of reference books found in the school library. Allow children to browse through these with questions in mind such as the following: What kind of information is found in this book? What have the authors done to help one use this book? Who are the authors, and what is the copyright date? When might one need to use this book?
Understand cross references.	Reproduce on oak tag a sample index from an encyclopedia. Draw their attention to cross references. Discuss the purposes of these. **Note:** As students at this level do research for a report, they may need individual help using cross references.

LOCATIONAL SKILLS

Levels 7-9

At the 7-9 level, locational skills are expanded and are applied to an ever-increasing number of references. The locational skills that have been introduced in the primary and intermediate grades are basic to the students' success with these skills at the 7-9 level. Therefore, before proceeding with the 7-9 locational skills and activities, the teacher should survey his students' facility in the previously taught skills and review or reteach them when and where necessary.

Objectives	**Activities**
Use the title page.	Have the students examine the title page of various books. List with them the information found on that page: full names of authors, name of illustrator, publisher, and place of publication. Discuss with them the importance of the information. Instruct the students to turn the page and note the information listed there. Elicit the importance of the copyright date, acknowledgments, and any other information listed.
Find subtopics in an index.	Present a list of questions that can be answered by using the index of a specific book. Example: Write in the blanks provided the page numbers on which the following information is located in your English text. 1. The development of the paragraph ________ 2. The uses of adjectives ________ 3. Dangling modifiers ________ After the students have completed the worksheet, discuss with them the methods used to find the page numbers. Lead them to realize that the quickest way to locate specific information in a book is to look for the topic in the index and check the subtopics listed.
Use a glossary.	Have the pupils find the glossary. Elicit the idea that this is a "small dictionary" of terms useful for that particular book. Point out that the glossary is sometimes called "List of Technical Terms" and that it is placed at the end of the book. Show several types of glossaries in different textbooks. Encourage students to refer to these as they use the books.
Use appendixes.	Have students scan the appendixes in several different references. Discuss with them the types of information to be found in an appendix. Elicit the usefulness of the supplementary or explanatory material found in an appendix.
Refer to footnotes.	Direct students' attention to a source footnote in a text they are using. Elicit from them that this footnote gives credit for a quotation and is useful to the reader as another source of information. Have students refer to an explanatory footnote and note how the author uses this to explain or clarify a term or idea.
Select relevant books from a bibliography.	Distribute printed bibliographies of a large number of books related to a broad topic under discussion. Have the students check those books that might be helpful in pursuing a particular phase of that topic that they are interested in. Ask various students to tell which books they selected and why they selected them.

Objectives	**Activities**
Understand the purposes and uses of encyclopedias.	Discuss with the students the various encyclopedias with which they are familiar. Elicit the fact that an encyclopedia provides readily accessible information on a wide range of subjects. Lead them to understand that the encyclopedia is an excellent source for students interested in factual information on a topic.
Locate source materials in the library.	Introduce students to the vertical file, phonograph record collections, film strips, and picture collections in the school library. Discuss the purpose and use of each.
Use a card catalog.	Present an enlarged set of card catalog cards on a specific book. Place these on the chalkboard or bulletin board. Direct the students to read them over noting the information given. Discuss this information with the students eliciting the fact that the information on each card is basically the same. Lead them to understand that the book is filed under its author's name, its title, and its subject so that it can be located by a student who doesn't have complete information on it. Provide opportunities for the students to refer to the catalog in research assignments.
Use a thesaurus.	Introduce students to a thesaurus such as *Roget's International Thesaurus.* Allow time for the students to skim through it and to note the type of information presented and the organization of the book. Through discussion, elicit the fact that this reference is used when the meaning of a word is known, but a synonym of more precise meaning or an antonym is sought.
Use *Reader's Guide to Periodical Literature.*	Present a sample entry from the *Reader's Guide to Periodical Literature.* Discuss this with the students noting the type of information presented and the abbreviations used. Introduce the "Key to Abbreviations" and the "List of Periodicals Indexed" that appear at the beginning of the volumes. Assign a topic to the students that require the use of this reference. **Note:** A guide to the use of the *Reader's Guide to Periodical Literature* is available in unlimited quantities from the publisher free of charge.
Use *The World Almanac and Book of Facts.*	Have the students examine *The World Almanac and Book of Facts.* Through discussion, elicit the fact that this is a source of specific concise information of a current and historical nature. Present a list of questions such as the following that may be answered by using this reference: Who won the World Series in 1959? Who won the Nobel Peace Prize in 1964? Who was the first Supreme Court Justice?
Use other standard references.	Introduce students to other standard references, such as the following: *Familiar Quotations* by John Bartlett *Who's Who in America* *Who's Who* *Current Biography* Lead students to recognize the purpose, content, organization, and use of each one. Prepare lists of topics and/or questions related to regular work that will provide opportunities for the students to use these references.

LOCATIONAL SKILLS

Levels 10-12

At the 10-12 level, students use many sources of information in their reference work. As the effective use of these sources is dependent upon the students' facility in previously taught skills, it is important that the teacher be familiar with those skills and review and reteach them where necessary before proceeding with the expanded and refined 10-12 locational skills.

It is suggested that skills in this section of the syllabus be taught in conjunction with a research topic the students are pursuing in their regular class work.

Objectives	**Activities**
Use all parts of a book effectively.	Present a list of the parts of a book such as the following: Title page (front and back) Table of contents Index Glossary Appendix Footnotes Bibliography Have the students examine these in a text, and then write next to each one the information found in that part of the book, and when or why they would refer to it. Encourage the students to refer to these as they use the textbooks and references.
Use the index efficiently in all reference books.	Present a simple index such as the following: **Animals**, 54-65 control of, 56 destruction of plants by, 55 as food, 62 shelter for, 54 (see mammals, reptiles, birds, etc.) Through questions and discussion, elicit the fact that subtopics appear in alphabetical order under the main topic and that cross references refer the reader to related topics. As students use indexes, guide them in deciding upon key words which may be possible index entries and to substitute other terms for anticipated entries which do not appear.
Use a variety of sources to locate books relevant to a topic.	Discuss bibliographies, card catalog, cross references, and source footnotes with the students. Elicit the role of each in locating books relevant to a particular topic. In pursuing a research topic, have the students note the books they used and where they found the books listed.
Use tables, charts, and graphs as sources of information.	Have the students turn to a page in a textbook which presents information through a table, graph, or chart. Ask the students to write a short paragraph summarizing the information gleaned from the graphic. Discuss these with the students, eliciting the fact that graphics often give a great deal of information in a concise, easy to read form. Encourage the students to use graphics in their written and oral reports.

Objectives	Activities
Use the *Reader's Guide to Periodical Literature* with ease.	Present a facsimile of a page from *Reader's Guide to Periodical Literature.* Discuss with the students the abbreviations and symbols used in this publication. Question students about the types of material contained in this reference. Assign topics to the students that require the use of the *Reader's Guide to Periodical Literature.*
Use other standard references.	List with the students reference materials: Encyclopedias *Who's Who* *Who's Who in America* *Current Biography* *Bartlett's Familiar Quotations* *The World Almanac and Book of Facts* Discuss with the students the purpose and use of each. Present questions that require the students to decide which source is most helpful in a given situation.

RATE OF READING

Levels K-3

Rate of reading, as it is used in this syllabus, refers to the varying degrees of speed at which material may be read for comprehension. At the K-3 level, the teacher helps the children set up the patterns which will later enable them to adjust their rate of reading to various purposes and reading materials.

Objectives	Activities
Read silently without vocalizing.	Whether it is a phrase, a sentence, a page, or a story, whenever presenting new reading material, discuss the selection with the children, present new words from the selection, and then ask the children to read it silently before asking them to read it orally. Encourage them to ask for help when they have difficulty with an unfamiliar word during this silent reading. Remind them to read with their eyes and not their lips.
Read phrases.	Prepare flash cards printed with phrases of familiar words. Expose these to the children one at a time and have them read the complete phrase. Allow time for the children to read the phrase silently before attempting to read it orally. Encourage those children who read the words singly rather than as a phrase to try again.

RATE OF READING

Levels 4-6

At the 4-6 level, the students learn to recognize the purposes for changing his rate of reading.

Objectives	**Activities**
Adjust reading rate to purpose.	Present a variety of materials such as newspapers, magazines, telephone books, textbooks, and encyclopedias. Discuss with the students the reasons for reading these materials. Question them as to the relationship between the material being read and the rate of reading. A chart such as the following may be prepared for the bulletin board:

Kinds of Material	Purpose of Reading	Rate of Reading

Make an effort to increase reading speed.	Give the pupils timed practice with reading material so easy that it presents no comprehension difficulties. Have the children make graphs of their progress. Repeat this activity at regular but brief intervals, using materials geared to the level of the children. To be sure that the students realize that comprehension must be retained as their reading rate increases, provide comprehension checks at the conclusion of this activity. Questions should be of a general nature in the beginning.

RATE OF READING

Levels 7-9

At the 7-9 level, the students learn to adjust their reading rate to the type of material being read and the purposes for reading.

Objectives	Activities
Recognize purposes for rapid reading.	List, with the students, occasions when it is desirable and/or necessary to read rapidly, as for example: To locate specific facts To appraise value of material To check familiar material for needed information To get the general idea of a passage Occasionally, give students timed practices in locating specific words and/or dates, key words and phrases, and main ideas of reading selections.
Recognize purposes for reading slowly.	Present a selection related to regular classwork for the students to read. Have them first apply their rapid reading skills and then reread the selection for a specified purpose such as a comprehension of details, an understanding of the relationship of the ideas presented, or full enjoyment of the descriptions or cadence. Discuss these with the students leading them to understand the necessity for reading slowly and carefully for full comprehension and/or retention.
Read in phrases.	Present an easily comprehended, narrative selection. Go over the selection with the students, marking off phrases: Early this morning/Jim and Mary/ left home/to join their friends/for a picnic. Have the students read the selection guiding them to move their eyes from phrase to phrase.

RATE OF READING

Levels 10-12

At the 10-12 level, the students employ selective reading approaches appropriate to the materials being read and the purposes for reading.

Objectives	Activities
Scan to overview and preview materials.	Present several different types of reading selections of varying degrees of difficulty. Instruct the students to scan each selection to determine what type of material it is and the rate at which it would be read.
Skim rapidly.	Instruct students to locate key words, phrases, sentences, and paragraphs in a selection as a review exercise. Have them decide on meaningful segments for summarzing before starting actual reading. Emphasize the need to read more slowly and carefully once these items have been located.
Adapt reading rate to purposes and materials.	Present a variety of reading selections such as newspaper articles, textbook passages, difficult literary passages, and simple narrative passages which are followed by comprehension questions. Direct the students to skim the questions to establish the purpose for reading each selection. Discuss these with the students leading them to recognize that their rate of reading varies with the purposes for reading and the difficulty of the material.
Read rapidly with comprehension.	Present several short narrative selections which are followed by multiple choice comprehension questions. Time the students on completing both the reading and questions. Have the students record both their rate and comprehension score so that they may watch their individual progress.

ORAL READING

Levels K-3

At the K-3 level, oral reading is introduced as a part of classroom conversation and oral reports. The teacher sets up the purposes for oral reading and then helps the children prepare for these experiences. After the children have developed facility in previously prepared oral reading, some oral sight reading can be scheduled.

Objectives	Activities
Read orally for a purpose.	Have the children prepare reports on stories selected from their independent reading. Ask them to tell what the story is about and then read orally the parts they liked best, or a selection that describes the main character, tells where the story takes place, or is exciting.
Use punctuation in oral reading.	Read a short selection to the class as they follow along. Then discuss with the children the places you stopped and the changes in voice inflection as you read. Elicit the fact that question marks, periods, and commas are signals that tell us when to pause or change voice inflection as we read orally. Ask various children to read the selection. Have the other children decide whether or not they obey the signals.
Read orally with expression.	After silent reading and discussion of a story, have the story read orally with various children reading the parts of the characters. Suggest to the children that each read his part the way he thinks the character would have said it. Assign a student as narrator to read descriptions of setting or action.

ORAL READING

Levels 4-6

At the 4-6 level, the student learns to read orally for specific purposes and to orally interpret material for his audience.

Objectives	**Activities**
Increase eye-voice span for effective oral reading.	**Prepare paragraphs on large chart paper of known material with phrases marked for oral reading.** **Example:** **This afternoon/Mary and I/will play. Later/we shall help/with dinner. After dinner/we must do/our homework.** **Demonstrate for the class how the eyes are able to take in the phrase ahead of what is being read orally. Read the paragraph aloud for the class. Direct their eyes ahead by underlining with a pointer the phrase ahead of what is being used.** **Have various students read the paragraph moving the pointer ahead of what is being read orally.**
Understand how to interpret punctuation marks orally.	**Present a selection for oral reading and direct the students' attention to the various punctuation marks. Discuss with them the purpose of periods, commas, question marks, and exclamation points, and how these affect the voice during oral reading. Elicit from the youngsters the types of pauses, inflections, and changes in pitch signalled by each one of these. Have various students read the selection orally. Encourage the listening students to decide if the punctuation was correctly interpreted.**
Express the tone or mood of a selection in oral reading.	**Discuss with the children the tones and moods in various parts of a reading selection previously read. Ask the students to explain how the voice may be used to express these tones and moods. Using a tape recorder, record different children's reading of the selection; then have the class listen to the recording and evaluate the use of the voice in each reading.**
Select passage for oral reading.	**Ask the students to prepare passages to read to the group from library books they have read. Have each select a passage that describes such things as the main character, the setting, or the mood.**

ORAL READING

Levels 7-9

At the 7-9 level, oral reading skills previously taught are practiced and applied. The teacher helps the students to select and prepare materials for effective oral reading.

Objectives	**Activities**
Prepare for oral reading.	Call on various students to read a selection which is unfamiliar. Allow students time to silently read a new selection before being asked to read it aloud. Discuss with the students the differences in the two presentations. Elicit the fact that we do our best oral reading when we have read over the material, learned to pronounce unfamiliar words, and are aware of important points and climaxes.
Modulate voice.	Lead the students to recognize the necessity for different voice levels in oral reading by providing opportunities for them to read in small group situations, classroom situations, and assembly situations.
Appear poised while reading orally.	Demonstrate for the students the correct way to stand and hold materials when reading orally. Encourage them to follow these suggestions in all oral reading situations.
Recognize the audience.	As students read material orally, encourage them to look at their audience occasionally. Discuss the importance of establishing eye contact with the audience. Elicit the fact that this involves the audience and enables the reader to sense audience reaction.
Use punctuation as an aid to interpretation in oral reading.	Present a sentence such as the following: "His coat was bright bay; his legs, mane, and tail were gloss black—coal black and bright bay—so they called him Coaly-bay." From "Coaly-bay, the Outlaw Horse," by Ernest Seton Discuss with the students the use of punctuation in this sentence in grouping ideas. Have various students read the sentence orally using the pauses, phraseology, and emphasis signalled by the punctuation.
Vary emphasis in oral reading.	Have various students read a selected paragraph orally. Evaluate those presentations with the class. Discuss change in emphasis caused by such items as introductory statements, comparison, and parenthetical phrases.

ORAL READING

Levels 10-12

At the 10-12 level, oral reading skills are refined and extended. The teacher guides the students in utilizing skills from previous levels and in effectively incorporating oral reading into classroom and audience situations.

Objectives	**Activities**
Choose selections appropriate to the audience.	Present several short selections that are on different levels, but deal with the same subject. Lead students to decide which would be appropriate to read at a parents' meeting, to their class, and to a group of 10-year olds.
Understand a selection before oral presentation.	Discuss with the class the steps necessary for successful oral reading. Elicit the fact that it is necessary to be able to pronounce all words with ease and to be familiar enough with the material so they may look up at the audience occasionally without losing the train of thought. Stress the importance of understanding the selection thoroughly so they can use emphasis and pauses to get the meaning across to the audience.
Understand the purposes of oral reading.	List, with the students, occasions when it would be appropriate to engage in oral reading: To illustrate a point or idea To share a particularly interesting passage To use a reference as a source of inspiration Guide students into incorporating oral reading into reports and other presentations.